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Descripteur(s): Anglais (Langue) * Langue seconde * Activité d'apprentissage * Cahier d'exercices * Secondaire (Ordre d'enseignement)

Destiné aux classes d'anglais du premier cycle du secondaire, le volume présente différentes activités d'apprentissage susceptibles de faciliter l'atteinte des objectifs du programme d'anglais. Dans tous les cas, on présente les conditions de réalisation de l'exercice, le matériel pédagogique requis et les instruments d'évaluation.

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PROGRAMME
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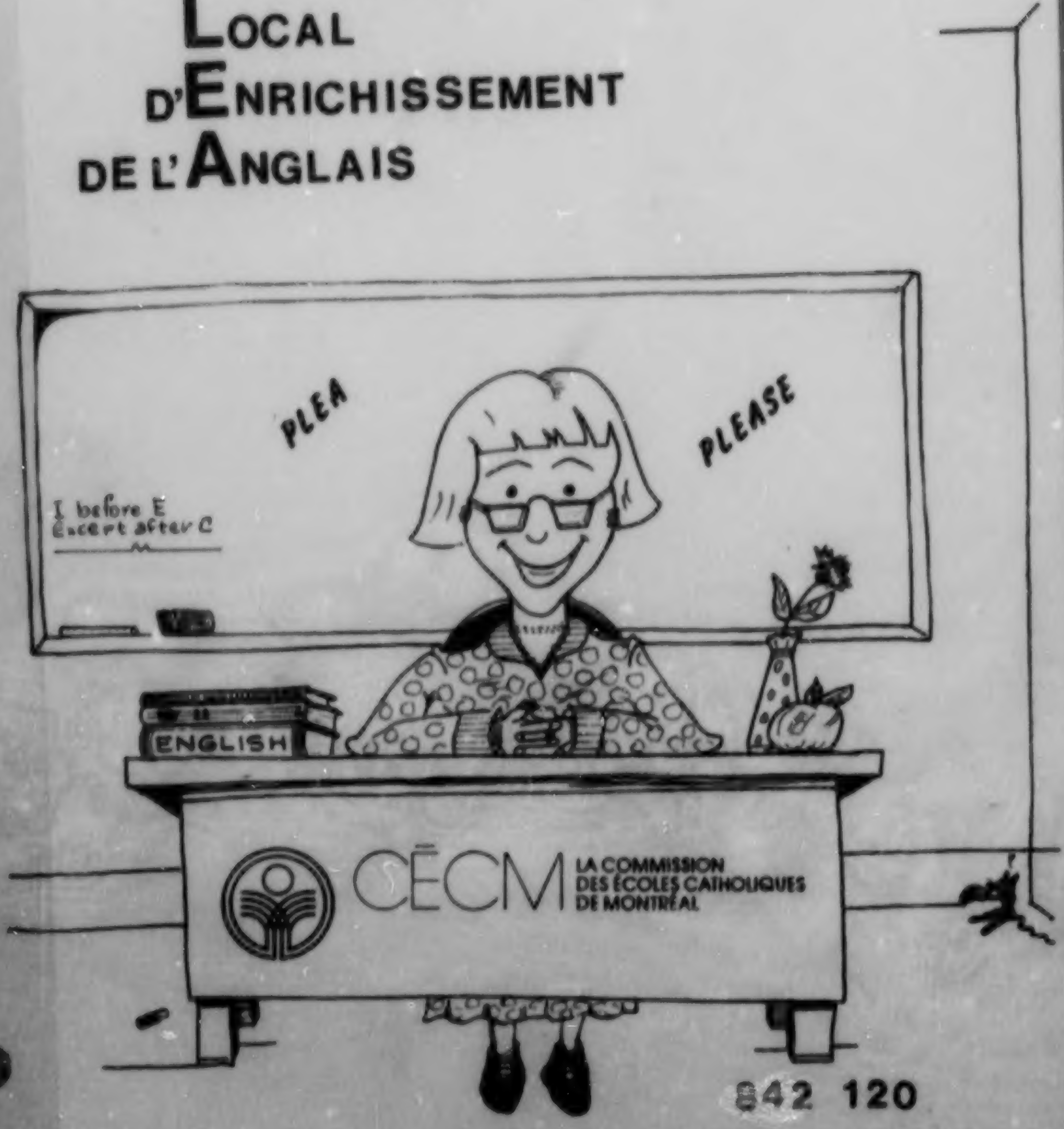
D'ENRICHISSEMENT
DE L'ANGLAIS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GENERAL INTRODUCTION

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BIBLIOGRAPHY

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2.	Communication in the Classroom	Keith Johnson et Keith Morrow, editors. (Longman Handbooks for Language Teachers) 1982
3.	Communicative Language Teaching	William Littlewood, Cambridge Union Press (CEC) 1981
4.	Guide Pédagogique Secondaire Anglais, Langue Seconde Premier Cycle	MEQ
5.	Ideas and Activities Manual for Language Monitors	Official Language Monitor Program/Council of Ministers of Education, Canada
6.	Learning from Newspapers	Dr. Hugh Partlow/CDNPA
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A PRELIMINARY MESSAGE TO THE TEACHER

1. There is a PREDOMINANT RULE underlying each activity contained herein:

> BASIC GROUNDWORK must be carried out before any activity gets underway.

Therefore:

BRAINSTORMING or other techniques need to be used to evoke:

- familiarity of context;
- preacquired knowledge in second language;
- basic essential vocabulary;
- awareness of certain structures which are to be incidentally persued.

To ensure thorough understanding of topic and situation, the initial BRAINSTORMING and the issuing of assignments may be dealt with in French, expect for advanced classes.

2. MOTIVATION and SELF-EVALUATION:

Long and short term MOTIVATION need FREQUENT BOOSTING.

Spend as much time as needed discussing and reinforcing fundamental positive attitudes which lead to forming good work habits.

Having fixed goals and concrete expectations, being aware of sound learning strategies, striving for consistency in effort, as well as perseverance, lead to SUCCESS.

Frequent SELF-EVALUATION keeps these targets fresh, within sight [illegible] course.

For this reason, each UNIT is accompanied by a SELF-EVALUATION CHART.

3. For the teacher, FLEXIBILITY is a key word throughout each UNIT.

   Each UNIT may be dealt with:

   - whole — as a progressive series of sub-activities, to be discontinued if a saturation point is reached;
   - or in part — with activities chosen at random or varied according to the needs and context of teacher and students.

4. Each sub-section is preceded by TEACHER GUIDELINES and followed by a TEACHER ASSESSMENT sheet.

   The teacher's assessment is intended primarily for personal use. It is also intended as a tool to aid those teachers who will respond to the call to discuss and evaluate this project collectively.

5. A STUDENT OUTLOOK is provided in each preliminary lesson. It may be elicited from the students themselves. It is intended as an overall frame of mind with which to undertake a UNIT.

   IN RETROSPECT appears at the end of subsections and of some activities. It is intended to arouse awareness of hindsight.
   What did we do? What did we learn?

6. Students are expected to paste handouts and their personal work in a SCRAPBOOK.
   Reference handouts and evaluation charts belong in a DUO-TANG or BINDER.

7. An extracurricular guide has been integrated within these modules. It is contained on green sheets easily found at the end of each UNIT. The guide lists extracurricular activities already found in the UNIT. It also includes practical references and information pertinent to each theme.

SELF-EVALUATION

Awareness of one's progress enhances motivation just as awareness of one's specific difficulties leads to seeking advice, practice and mastery.

To help students be aware of and involved in recording their own progress EVALUATION CHARTS are included throughout.

The evaluation charts are to be filled in by the students and a discussion may follow.

Once an evaluation chart has been completed, each student is capable of making a personal overall assessment, comparing levels of difficulty, degrees of interest in the activities, and results in formal testing.

The self-evaluation chart is also intended to serve the teacher as a tool for consultation.

The teacher (or students) may choose a French or an English model. French is offered so that students need not revert to translation to understand what they are expected to master; English is offered for those students whose knowledge of the language is sufficient to not need a French version.

By means of a guided DISCUSSION, introduce the concept of SELF-EVALUATION at the beginning of the year.

Fill in the preliminary SELF-EVALUATION CHART with students or have it done at home. Retain it in a duotang.

Refer to it when quarterly reports are ready.

Use it at the end of year as a general assessment.

Reinforce the discussion on SELF-EVALUATION at the beginning of each WORK UNIT.

SELF-EVALUATION

NAME: ______________________________

SCHOOL: ______________________________

DATE: ____________________

1. Choose ONE:

I can already speak English well. ☐

I can speak English a little bit. ☐

I don't speak English, but I understand a little bit. ☐

I don't understand any English. ☐

2. I learned English in grade 4, YES NO

in grade 5, YES NO

in grade 6. YES NO

If yes: I enjoyed learning English. YES NO

My marks in English were: POOR FAIR GOOD EXCELLENT

3. I speak English, but I can improve it. YES NO

I want to be able to speak English. YES NO

If yes:

I want to be bilingual in: 1 year 2 years 3 years 5 years 10 years

I can get help with my English lessons at home through:

both parents one parent a neighbour a relative a family friend someone else no one.

I can reserve some extra time every day to do a bit of English.

30 minutes 20 minutes 15 minutes 10 minutes NONE

I watch T.V. in English: OFTEN SOMETIMES SELDOM NEVER

I listen to English music: OFTEN SOMETIMES SELDOM NEVER

4. Choose ONE:

I can learn English:

	YES	NO	EASY	FAIR	DIFFICULT	VERY DIFFICULT
by being lazy.						
by being an attentive student.						
by working conscientiously.						
by persevering.						
by getting someone to help me outside the classroom.						
by accepting to try even if I make alot of mistakes.						
by developing good attitudes towards learning						

5. If I work well, I think I can get these marks on my report:

99 90 80 70 60

Choose ONE:

I am aiming above my usuel standards. ☐

I am aiming at my usual marks. ☐

I am aiming to pass because I often fail. ☐

If I reach this target, my parents will be pleased and satisfied:

YES NO

Parent's signature: ____________________

6. This evaluation will be returned with each report.

DATE	MARK	GROUP AVE.	SIGNATURE	COMMENTS

End of year: This year I progressed in learning English:

NOT AT ALL A BIT ALOT A WHOLE LOT

This year I liked learning English:

NOT AT ALL A BIT ALOT A WHOLE LOT

7. My average for the year: ________

I am pleased and satisfied: YES NO

My parents are pleased and satisfied: YES NO

Choose ONE:

Next year I intend to: -continue my good work habits. ☐

-improve my work habits. ☐

Next year I want to aim for:

99 90 80 70 60

8.

CERTIFICATE

SCHOOL: ______________________________

______________________________ has successfully passed English. Level: Sec. I ☐ Sec. II ☐

Teacher: ______________________ Date: __________

Special Mention: Excellent Student ☐
Good Worker ☐
Student shows improvement ☐

Student's signature: ________________

Parent's signature: ________________

Teacher's signature: ________________

Auto-EVALUATION

NAME: ______________________________

SCHOOL: ______________________________

DATE: ________________

1. *Choisir une réponse:*

Je parle déjà bien l'anglais. ☐

Je parle un peu l'anglais. ☐

Je ne parle pas l'anglais mais je le comprends un peu. ☐

Je ne comprends pas l'anglais. ☐

2. J'ai appris l'anglais en 4e année, OUI NON

en 5e année, OUI NON

en 6e année. OUI NON

Si oui: J'ai aimé apprendre l'anglais. OUI NON

Mes notes en anglais étaient:

FAIBLES MOYENNES BONNES EXCELLENTES

3. Je parle l'anglais mais je peux m'améliorer. OUI NON

Je veux être capable de parler anglais. OUI NON

Si oui:

Je veux devenir bilingue dans: 1 an 2 ans 3 ans 5 ans 10 ans

Je peux avoir de l'aide à la maison pour mes leçons en anglais:

de mon père de ma mère d'un parent d'un voisin d'un(e) ami(e)

d'une autre personne de personne

Je peux consacrer du temps à chaque jour pour faire de l'anglais:

30 minutes 20 minutes 15 minutes 10 minutes NUL

Je regarde la télé en anglais: SOUVENT PARFOIS RAREMENT JAMAIS

J'écoute de la musique en anglais: SOUVENT PARFOIS RAREMENT JAMAIS

4. *Choisir une réponse:*

Je peux apprendre l'anglais:

	YES	NO	EASY	FAIR	DIFFICULT	VERY DIFFICULT
en étant paresseux.						
en étant attentif.						
en travaillant consciencieusement.						
en persévérant.						
en demandant de l'aide de quelqu'un à l'extérieur de la classe.						
en essayant même si je fais beaucoup d'erreurs.						
en développant des attitudes positives face à l'apprentissage.						

5. Si je travaille bien je pense pouvoir obtenir les notes suivantes:

99 90 80 70 60

Choisir une réponse:

Je désire me dépasser ☐

Je désire des notes habituelles ☐

Je désire réussir parce que souvent je ne réussis pas ☐

Si j'atteins cet objectif mes parents seront contents et satisfaits:

OUI NON

Signature des parents: ______________________________

6. Cette évaluation sera envoyée avec chaque bulletin.

DATE	NOTE	MOYENNE DU GROUPE	SIGNATURE	COMMENTAIRES

Fin de l'année: Cette année j'ai fait des progrès en anglais:

PAS DU TOUT   UN PEU   BEAUCOUP   ENORMEMENT

Cette année j'ai aimé apprendre l'anglais:

PAS DU TOUT   UN PEU   BEAUCOUP   ENORMEMENT

7. Ma moyenne de l'année: ____________

Je suis content(e) et satisfait(e): OUI   NON

Mes parents sont contents et satisfaits: OUI   NON

Choisir une réponse:

L'an prochain j'ai l'intention:
de conserver de bonnes habitudes de travail ☐
d'améliorer mes habitudes de travail ☐

L'an prochain je désire obtenir:

99   90   80   70   60

8.

CERTIFICATE

SCHOOL: ______________________________

______________________________ has successfully

passed English.   Level: Sec. I ☐   Sec. II ☐

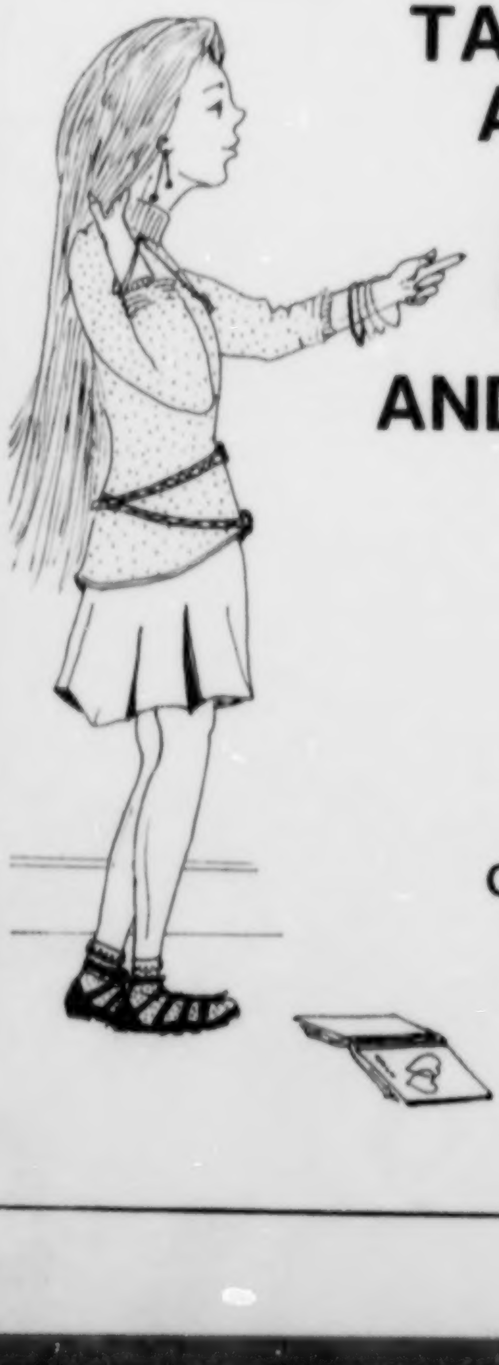
Teacher: ______________________ Date: __________

Special Mention: Excellent Student ☐
Good Worker ☐
Student shows improvement ☐

Student's signature: ____________________

Parent's signature: ____________________

Teacher's signature: ____________________



TALKING ABOUT me AND OTHERS

a series of COMMUNICATIVE ACTIVITIES

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TALKING ABOUT ME AND OTHERS

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INTEGRATING OBJECTIVES

TALKING ABOUT ME AND OTHERS

1.3	Exposés biographiques	Compréhension orale
3.1	Exposés biographiques	Compréhension orale
5.5	Notes biographiques	Compréhension écrite
6.1	Directives	Compréhension écrite
7.2	Lettres	Compréhension écrite
7.3	Notes biographiques	Compréhension écrite
9.1	Fiche de renseignements personnels	Production écrite
9.4	Lettres	Production écrite
11.2	Cartes de souhait	Production écrite
11.4	Lettres	Production écrite
12.1	Echanges de propos concernant une personne	Production orale
14.1	Echanges de propos portant sur des intérêts	Production orale

---

Références: Programme d'études secondaires
Anglais Langue Seconde, Premier Cycle

CROSS-REFERENCE

TALKING ABOUT ME AND OTHERS

	Unités fonctionnelles CECM
• What's your name?	1.01
I get up at seven	1.09
Can you play?	1.10
Do you have...	1.11
Who is she?	1.12
Do you like spinach?	1.16
What's your hobby?	1.24
• My pen pal	2.01
I'm happy	2.12
Why are you sad?	2.13
What would you like to be?	2.15

• GETTING TO KNOW YOU	Guide Pédagogique Secondaire 1er cycle
• PEN PALS	Learning Situation A.T.E.S. 1 G
• HERE I AM	Learning Situation Commission Scolaire d'Abitibi
• ROCK STARS	Guide Pédagogique Secondaire 1er cycle
• THE KING OF ROCK'N'ROLL	(2 C)
• WHAT AM I?	Daily English Sec. II Commission Scolaire Manicouagan 1980-81

GUIDELINES FOR TEACHER PERFORMANCE

TALKING ABOUT ME AND OTHERS

INTRODUCTION

PURPOSE

- *help students get acquainted;*
- *warm up a new group;*
- *encourage students to speak to others they don't know;*
- *arouse curiosity in students about each other;*
- *find out similarities and differences about one another;*
- *encourage awareness of progress through self-evaluation.*

EXPECTATIONS

Using English, be able to:

- *collect information about one another;*
- *record and classify information on a chart;*
- *be interviewed by fellow classmates;*
- *play a guessing game in which well-known people are impersonated;*
- *correspond with a pen pal.*

PRELIMINARY

Students will be called upon to:

1. undertake a series of activities centered on "ME";
2. bring in school supplies needed to undertake the making of a personalized SCRAPBOOK;
3. become familiar with the concept of SELF-EVALUATION.

Handouts:

- Cover page: Talking about ME and Others
- Evaluation sheet
- Page listing school supplies needed

Preliminary BRAINSTORMING:

By means of a guided DISCUSSION, introduce the notions:

- That our broadest individual area of expertise is knowledge about our own selves.
- That we can use this topic to our advantage in learning to speak English.
- That we are going to undertake a series of communicative activities that will help us talk about ourselves and learn more about others.
- That as we go along, we will keep track of our progress on a self-evaluation sheet.
- That the central figure in these activities is "ME".

Task:

1. Paste handouts in SCRAPBOOK.

2. List school supplies needed on page:
   MY TOOLS.
   Purchase the supplies.

Complementary task:

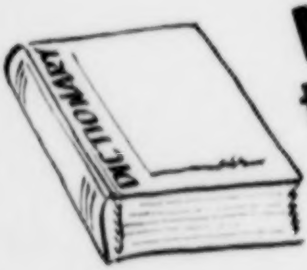
A SELF-COLLAGE "This is ME Contest", to be done at home over a period of time. Old photos and cut-outs of pictures and English captions from newspapers or magazines may be assembled on one or two pages of students' scrapbooks. Student must identify with the various elements of his or her collage. Winners can be chosen.

O R

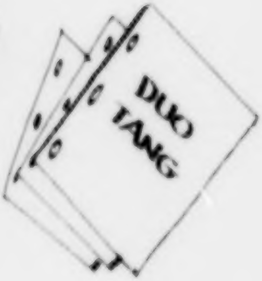
A SELF-COLLAGE "Guess Who this is Contest", to be done at home and exhibited in class. The identity of the student is to be guessed.

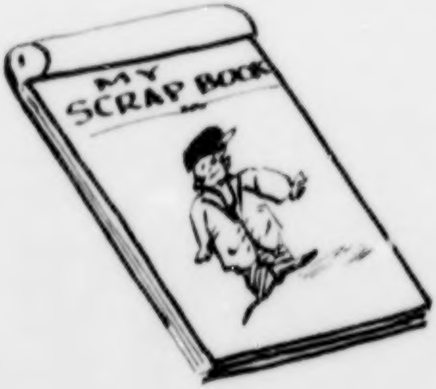
Student outlook:

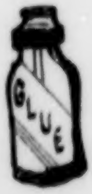
Students should be aware that this series of activities leads to competence in talking and writing about themselves and others.

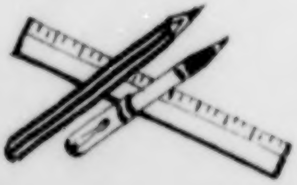

DICTIONARY

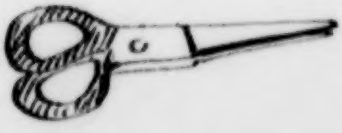
My tools




MY
SCRAP BOOK







Self-Evaluation Chart

NAME: **HOMEROOM:**

	EASY	FAIR	DIFFICULT	1 2 3 INTEREST	EVALUATION
GLAD TO KNOW YOU					
I can ask others questions about themselves.					
I can answer questions about myself.					
I can record information on a chart.					
IN THE SPOTLIGHT					
I can answer a number of questions about myself.					
I can ask questions to find out more about others.					
I can listen to others and record information given to me.					
FACT FILES					
I can collect and read information.					
I can classify information.					
FORMS					
I can fill out different forms.					
WHO AM I ?					
I can find information about a well-known person.					
I can answer questions about that person.					
I can ask questions to identify other well-known persons.					
LETTER WRITING					
I can read letters from pen-pals.					
I can write letters to pen-pals.					
I can write greeting cards.					
OTHERS					

Self-Evaluation Chart

NAME:

HOMEROOM:

	EASY	FAIR	DIFFICULT	1 2 3 INTEREST	EVALUATION
GLAD TO KNOW YOU (Afin de les connaître):					
Je sais poser quelques questions aux autres en anglais.					
Je sais répondre aux questions simples qui me sont adressées.					
Je sais enregistrer sur un tableau de l'information reçue en anglais.					
IN THE SPOTLIGHT (Dans une brève entrevue):					
Je sais répondre aux questions qui me sont adressées.					
Je sais poser les questions qui m'informent davantage sur les autres.					
Je sais écouter et enregistrer de l'information en anglais.					
FACT FILES (A partir de tableaux):					
Je sais trouver et lire de l'information en Anglais.					
Je sais comment classifier cette information.					
FORMS:					
Je sais remplir des formulaires en anglais.					
WHO AM I ?					
Je sais me documenter sur un personnage connu.					
Je peux répondre en anglais, à des questions à ce sujet.					
Je sais poser des questions pertinentes afin d'identifier d'autres personnages connus.					
LETTER WRITING:					
Je comprends les lettres de mes correspondants anglophones.					
Je sais écrire en anglais à des correspondants anglophones.					
Je sais écrire des cartes de souhaits.					
OTHERS (Autres):					

GLAD TO KNOW YOU

Students will be called upon to:

1. *assemble a chart;*
2. *collect information from one another in English.*

Handouts:

- *A blank QUESTIONS sheet:*

  This sheet is intended to be used for recording questions elicited through brainstorming. The master question sheet serves merely as a reference to those teachers who may find it helpful as an example of the type of questions to be asked.

- *6 sheets to be assembled into a master chart and later pasted into scrapbook.*

Chart:

GLAD TO KNOW YOU							
Family Name	First Name	Address	Age	Details about you (pets, hobbies, sports, etc.)	Tel.	When did you...	Do you like...
1							
2							
3							

Preliminary BRAINSTORMING:

If we were to gather basic information from others in class, what kind of information would we likely be seeking?

What questions could we ask to get that information?

Record on QUESTION sheet.

Task:

Fill in chart.

Procedure:

There are a number of ways in which this activity may be carried out:

1. Students move around class asking one another questions and recording information.
2. One student at a time asks another student questions. Meanwhile everyone else records answers.
    - Teacher, acting as model, asks questions to Student A. Student A takes over and questions Student B. Student B questions Student C, etc.
    - This activity can be completed over portions of several class periods... 5 or 6 students per period.
3. Students may collect information within respective groups. Group leaders or delegates may switch places and answer questions about their group to the others.

Follow-up:

Accuracy and completeness of charts may vary.

To help students cross-check their data, spot-check questions may be asked.

Example: -How many students have pets?
... various hobbies?

-How many students like swimming?
... dancing?

-How many students play hockey?
... baseball?

-Name 2 students who own dogs and who like English.

-How old is the boy who owns a horse?

In retrospect:

Self-Evaluation Chart to be filled in and discussed.

Do we know our classmates better for having gathered this information?
What did we already know?
What did we learn?

Glad to know you!

Questions

Suggestions

What's your name ?
What's your address?
How old are you ?

What do you like?

What's your phone number?

Do you like English?

When did you start to study English?

etc...

Glad to know you!

Questions

CUT HERE GLUE HERE

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CUT HERE GLUE HERE

Personal Chart

	DETAILS ABOUT YOU (pets, hobbies, sports,)		TEL. no:	When did you start to study English?	Do you like English?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

CUT HERE GLUE HERE

CUT HERE GLUE HERE

Personal Chart

	DETAILS ABOUT YOU (pets, hobbies, sports,)		TEL. no:	When did you start to study English?	Do you like English?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

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Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____

____

____

____

What I didn't like: ____

____

____

____

What I'll do differently next time: ____

____

____

____

How long did it take to cover this section? ____

____

____

Did I use extra material? ____

____

____

Other comments: ____

____

____

"WE" IN THE SPOTLIGHT

Students will be called upon to:

1. collectively focus their attention on the group;
2. prepare questions to ask one another in interviews;
3. record information;
4. answer questions about themselves when interviewed.

Handouts:

- Title page
- Blank QUESTION sheet
- Info-Keep memos: 6 copies per student
  OR
  1 model copy; students make 5 more

Preliminary BRAINSTORMING:

- We have recorded a limited amount of information about others on our charts. We are to participate in INTERVIEWS to get to know more about ourselves as a group.
- Preparation for the interviews is required. We may need the help of our families, neighbours or friends who speak English.
- Together we will draw up a list of questions that everyone in class will ask and be asked in an interview. The questions have to be chosen carefully so that we can record pertinent information about ourselves.

1. What do we want to know about one another as members of this group?

   Example: Who likes watching sports? Which sports?

   Who participates in team sports? Which sports?

   What kind of music do we prefer?

   etc.

2. What questions need we ask to obtain that information?

   Example: Which sports do you like to watch on T.V.?

   Do you belong to a sports team?

   What's your favorite type of music?

   Who is your favorite group?

   Etc.

Task:

1. Select a predetermined number of the most relevant questions elicited in the brainstorming. Write out on QUESTION sheet.

   Optional: To add a bit of "spice" to the activity, let each student select 2 extra questions (from the original list, using individual competence or help sought outside the classroom) that he or she will add to the question list when interviewing others.

2. Conduct an interview. Record answers on info-keep memos. Use telegraphic style.

Procedure:

There are a number of ways in which this activity may be carried out:

1. Students may move around classroom interviewing one another.

2. One student at a time may be interviewed by another student who in turn will interview another student. Meanwhile, all students not in the process of being interviewed are attentively recording the information they hear on the info-keep memos. A few class periods will be necessary if only several students are interviewed on any given day but if the students tend to be weak in English the teacher has better control over the situation in this manner.

3. If students are already working in groups, the group leaders, or delegates, might conduct interviews of members of other groups.

4. Different groups of students within a class might prepare different questionnaires, each group being responsible for its own follow-up activity.

Follow-up:

Use the information recorded on the info-keep memos to make graphs or survey reports.
The fact-files, Section 1 (d), may be useful at this time.

Extended activities:

1. Have students use newspapers or magazines to find examples of dialogue interviews with famous people. Consider why the person was selected for the interview, what kinds of questions were asked, and what students learned from the dialogue.

2. Assign the roles of interviewer/interviewee to pairs of students. Have one student adopt the identity of a current celebrity or a famous historical character. Both students research the background and life of that person and the second student prepares a written interview. Rehearse, then tape the interview. Have students identify the character being interviewed.

In retrospect:

Fill in the SELF-EVALUATION chart, and discuss.
Do we feel more comfortable asking questions in English?
Did we learn more about others?
What did we learn?

me!

IN THE SPOTLIGHT

an interview

Do You Like To.....?

I like ....

I've got a ....

What Is Your Favorite...?

Do You Have....?

My favorite singers are....

me!

IN THE
SPOTLIGHT

QUESTIONS

INFO-KEEP MEMOS ABOUT OTHERS

Name	Name	Name
Name	Name	Name

USE TELEGRAPHIC STYLE

"YOU" IN THE SPOTLIGHT

Students will be called upon to:

1. get better acquainted with one student in particular;
2. extend interviews beyond the classroom.

Handout:

- "YOU" in the Spotlight

Preliminary BRAINSTORMING:

We have already gathered information on others by filling out a chart. We have interviewed students and recorded our information on info-keep memos. If we want to learn more than we already know about one student in particular, what kinds of questions might we ask?

Examples: What do you like to do on Saturdays?
What types of movies do you like to watch?
Do you have a part-time job?
Etc.

Task:

1. Each student selects a fellow student he or she would like to interview.
2. Each student selects 5 questions from among those that have been jotted down during the brainstorming (unless they are capable of formulating different questions).
3. Ten minutes are alotted for the interview itself, using the selected questions.
4. Everyone tells the class one interesting feature discovered about someone else.

Extended interviews:

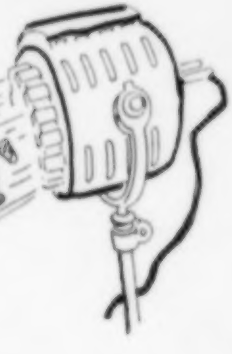
1. A similar activity can be carried out in or away from school. Students might interview neighbours, relatives, family, friends, principal, school nurse, secretaries, teachers, etc.

8. Students can keep records of such interviews to be used later in writing an article for a school newspaper.
   Remember to keep track of date, place and persons interviewed.

In retrospect:

Fill in the SELF-EVALUATION chart. Discuss.
Did you enjoy this activity?
Do you feel more competent, more at ease, formulating questions in English?
Do we know our group better for having conducted these interviews?

YOU IN THE SPOTLIGHT



interview

Q ____

A ____

Q ____

☐ ____

Q ____

☐ ____

Q ____

☐ ____

Q ____

☐ ____

THE IDEAL FRIEND

Objective:

This is a supplementary activity in which students describe qualities they like to see in others.

Thus far we have focused on exterior characteristics such as age, hobbies, favorite sports, ...

Let's go one step further. Let's draw up a list of qualities and characteristics we would like to see in an ideal friend.

Task:

1. Make a list of twelve qualities or characteristics you would like to see in a friend.
2. List these qualities according to your order of preference.

Extended activity:

Create a ficticious ideal friend who has all 12 qualities.

Write a short story about your friend. Read the story to the class. Save it for possible use in the forthcoming school newspaper.

THE IDEAL FRIEND FOR me!

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

7 ______________________________

8 ______________________________

9 ______________________________

10 ______________________________

11 ______________________________

12 ______________________________

FEELINGS

Objective:

Call upon students to express feelings.
It is all very well to collect data about people around us and to list qualities and characteristics we'd like to see these people have.
However, we mustn't forget a very important aspect of our inner lives... our own personal FEELINGS.

Handouts:

- Blank FEELINGS page
- MY FEELINGS

Preliminary BRAINSTORMING:

. Elicit different feelings we all have about ourselves from time to time.
Draw up a list on the FEELINGS page.

. Exploit one or two of the twenty uncompleted sentences on the MY FEELINGS page by eliciting various responses from the students.

Example: I am in a good mood when...

- my parents let me stay up late.
- I succeed in Mathematics.
- the lunch hour bell rings.
- etc.

Task:

1. Select 10 of the uncompleted sentences. (Number may vary.)
2. Complete the 10 sentences. If you need to, seek help from someone who speaks English.
3. Some students may wish to share their answers with the class.

FEELINGS

MY FEELINGS

WE HAVE MANY SIDES TO OUR PERSONALITY

1. *I am happy when* ______________________________
2. *I am not quiet when* ______________________________
3. *I feel shy when* ______________________________
4. *I am in a good mood when* ______________________________
5. *Things I do well are* ______________________________
6. *I am extroverted when* ______________________________
7. *I am sad when* ______________________________
8. *I laugh when* ______________________________
9. *I am angry when* ______________________________
10. *I feel foolish or embarrassed when* ______________________________
11. *I am curious about* ______________________________
12. *I am afraid or frightened when* ______________________________
13. *I am bored when* ______________________________
14. *I feel nervous when* ______________________________
15. *I am excited when* ______________________________
16. *I am proud of myself when* ______________________________
17. *I feel upset when* ______________________________
18. *I feel funny when* ______________________________
19. *I like to daydream about* ______________________________
20. *Right now I feel* ______________________________

ME IN THE YEAR 2000

Objective:

Allow the students free rein in the written production of a fictitious projection of themselves in the future.

Task:

Write a composition about yourself.
Begin by spending a few moments imagining a fictitious setting in the YEAR 2000.

You are there.
How do you look?
Who is with you?
What are your feelings?
What is going on?
What means of transportation are you using?
Etc.

Get help outside the school if needed.

Variation: - ME in the FUTURE

- ME at work in 5 years from now

- Etc.

me! IN THE YEAR 2000

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____

____

____

____

What I didn't like: ____

____

____

____

What I'll do differently next time: ____

____

____

____

How long did it take to cover this section? ____

____

____

Did I use extra material? ____

____

____

Other comments: ____

____

____

FACT FILES

Students will be called upon to:

1. collect, classify and tabulate information on fact files;
2. find persons having specific characteristics;
3. describe one person in particular.

Handouts:

- Any or all FACT FILE sheets

Preliminary BRAINSTORMING:

. We have gathered basic information about one another on our charts.
We have prepared and conducted interviews and recorded the information on info-keep memos.
We have conducted a personal interview.
Our final step is to organize our findings on FACT FILES that we may refer to later.

. Which FACT FILES would best serve as summaries of the type of information that we have gathered?
What uses can be made of FACT FILES?
What other types of FACT FILES could be useful?
In what situations?

Task:

1. Classify the information gathered on the class chart and in the info-keep memos on the appropriate FACT FILES.
Invent new FACT FILES if needed.
2. Compare the findings in the FACT FILES for your homeroom with the characteristics assembled in your CLASS COMPOSITE POSTER (see below).
Does one reflect the other?

Extended activity:

Make a HOMEROOM POSTER.

With so much information having already been gathered, a CLASS COMPOSITE per group may easily be drawn up. (A COMPOSITE is the combining of typical or essential characteristics of individuals making up a group.)

A collection of personal photos of students, pets, sports events, trophies, etc. and newspaper or magazine photos of favorite musical groups, sports celebrities, hobbies, etc. may be assembled into a HOMEROOM POSTER.

Each homeroom can then identify with its own personal characteristics that make it different from other homerooms.

In retrospect:

Fill in SELF-EVALUATION chart. Discuss.

Who has a pet?

person's name	What kind of pet?

Who has a collection of ....?

person's name	a collection of

FACTFILE

Who likes SPORTS

person's name	favorite sport

FACTFILE

MAKE A LIST OF

Names & nicknames

FACTFILE

HOW MANY STUDENTS
LIKE OR DON'T LIKE

	LIKE	DISLIKE
1 ______	☐	☐
2 ______	☐	☐
3 ______	☐	☐
4 ______	☐	☐
5 ______	☐	☐
6 ______	☐	☐
7 ______	☐	☐
8 ______	☐	☐
9 ______	☐	☐
10 ______	☐	☐
11 ______	☐	☐
12 ______	☐	☐

MY FAVORITE

color ____________________

pet ____________________

ice cream flavor ____________________

sport ____________________

game ____________________

day of the week ____________________

holiday ____________________

thing to wear ____________________

subject in school ____________________

song ____________________

FACTFILE

FIND A PERSON WHO...

Objectives:

1. To have students mingle in a communicative activity.
2. To expand vocabulary.

Task:

See who can get the most answers within a time limitation.
(The activity may be more practical if done in sections rather than as a whole.)

Extension:

Teacher and students can prepare similar lists.

Introducing OTHERS

Objectives:

1. To have students communicate in pairs.
2. To have students use previously collected information in a class guessing game.

Task:

1. Have pupils in pairs observe and list as many details about each other as are necessary for someone else in the class to identify them.

   Physical characteristics and character traits may be used but not tell-tale clues such as "yellow sweater" if only one student is wearing a sweater that colour.

   Information gathered in previous fact files may help.

2. Partners exchange and verify their information.
3. Descriptions are collected and read aloud. Guess who is who.

In retrospect:

Fill in and discuss the SELF-EVALUATION chart.
Discuss progress made.

FIND A PERSON WHO...

has long hair
can ride a horse
is left-handed
plays the guitar
can speak Spanish
wears glasses
can play ping-pong
is very tall
has a big family
likes to skate

is a Taurus
likes to play chess
wants to be a doctor
is very good in math
sings well
is kind and gentle
laughs all the time
can play the drums
has a cat
likes Chinese food

chews bubble gum
is the oldest child in the family
has a part-time job
can type
likes to play cards
has no sister
is going on a trip soon
does not like ice cream
has blue eyes
wears jeans

comes to school by bus
can not whistle
does not like to speak in front of the class
does not like spiders
has curly hair
has a camera
is afraid of snakes
does not like geography

Introducing OTHERS

description

GUESS WHO?

FACTFILE

Subsection: ____________

TEACHER'S ASSESSMENT
(*for personal use only*)

What I liked: ____

What I didn't like: ____

What I'll do differently next time: ____

How long did it take to cover this section? ____

Did I use extra material? ____

Other comments: ____

FORMS

Students will be called upon to:

1. develop ease in filling out English forms.
2. collect forms in magazines and newspapers.
3. set up classroom interest-group clubs with membership cards.
4. initiate and conduct contests in which they write the rules, the entry forms and the publicity.

Handouts:

- School registration form
- ID card
- CCN Club membership form
  (CCN stands for CRAZY COSTUMES and NICKNAMES CLUB)

Preliminary BRAINSTORMING:

How often and in what circumstances do we get to fill in forms?
Have we ever been asked to fill in English forms?
When might we find ourselves in such a situation?
What basic information is likely to be sought?

Task:

Fill in sample forms. Make a collection of various forms such as ID cards, registration forms, club membership cards, etc. Magazines, newspapers, travel agencies and stores are good sources for collecting forms. Compare French and English forms. See if we can find forms from places far away - other cities, other countries. Which group of students in the class can come up with the most forms, the most unusual forms, etc., in a limited time lapse?

Extended activity:

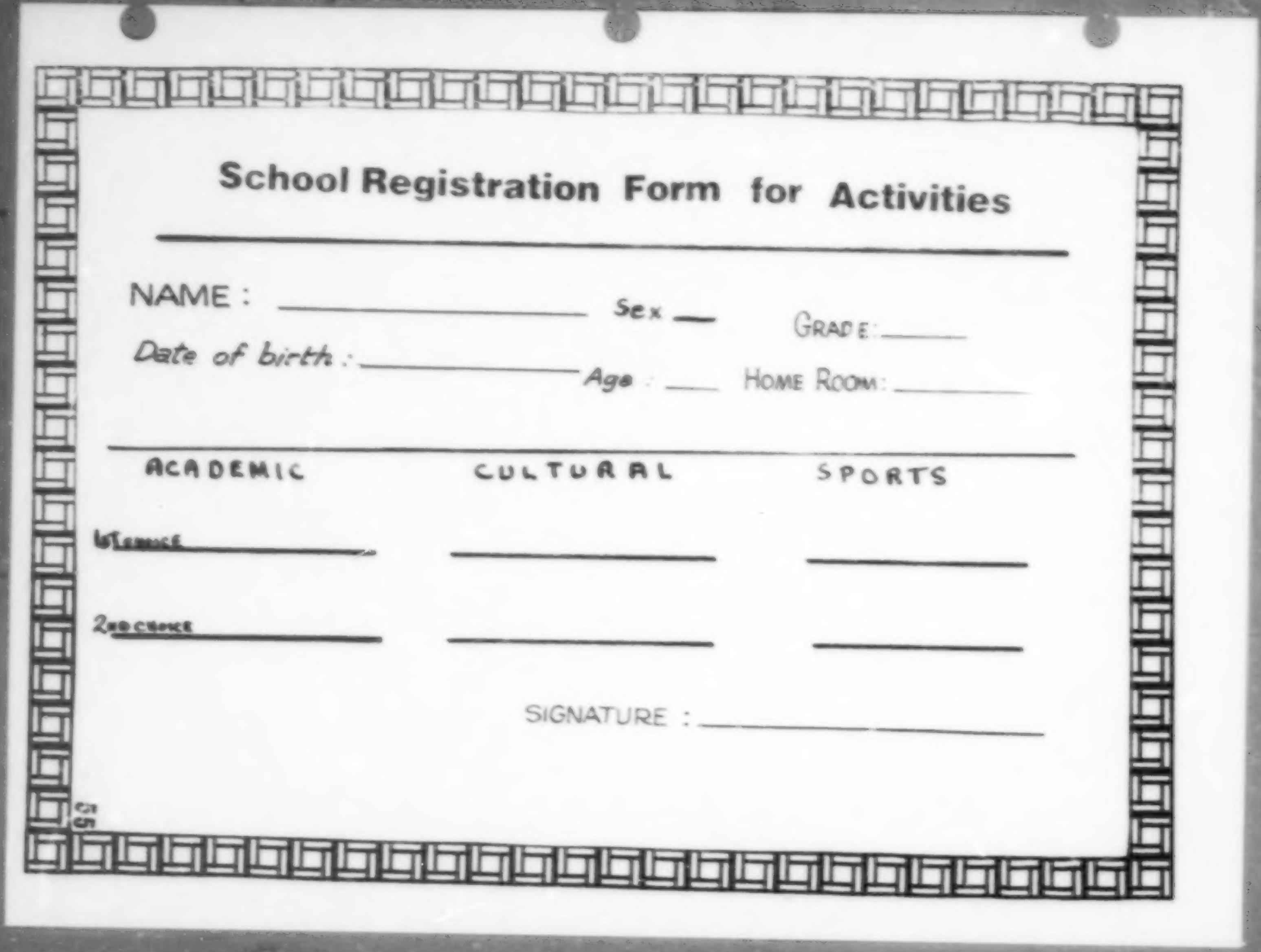
1. Refer to WHO WANTS TO START A COLLECTION?

2. Students may also be encouraged to build their own forms to be filled out in pairs such as clerk/customer, official/client, camp director/applicant, etc.

3. Call upon interested students to set up different types of contests, example: photography (set up rules, write up an entry form, make a publicity poster, conduct contest).

In retrospect:

Fill in the SELF-EVALUATION chart. Discuss progress reached.
Did we enjoy this activity?
Did we write letters to obtain forms from far away places?
Do we feel more comfortable filling out forms in English?
Did learning to fill in forms lead us to creating classroom clubs?
Are we more interested in our schoolwork as a result of this?



School Registration Form for Activities

NAME : ____________ Sex __ GRADE: ______

Date of birth : ____________ Age : __ HOME ROOM: ______

	ACADEMIC	CULTURAL	SPORTS
1st CHOICE	______	______	______
2ND CHOICE	______	______	______

SIGNATURE : ____________

55

INSTRUCTIONS

TYPE OR PRINT IN INK ONLY

IDENTITY

FOR OFFICIAL USE ONLY

ID CARD

NAME

FAMILY OR LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

FIRST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

MIDDLE NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

MAIDEN NAME (Family name at birth) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

ADDRESS

ADDRESS No. Street Apt.

City Province Postal Code

TELEPHONE ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (Area Code) (Home) (Business)

PERSONAL INFORMATION

DATE OF BIRTH Year Month Day

PLACE OF BIRTH City Province Country

OCCUPATION

SEX M F

HEIGHT cm ft in

HAIR COLOUR

EYE COLOUR

WEIGHT kg lb

MARITAL STATUS Single Married Widowed Divorced Separated Annulled

VISIBLE DISTINGUISHING MARKS

MEMBERSHIP

APPLICATION FORM

CCN A CLUB

NAME : __________

Date of birth : __________ *Age* : __________

Place of birth : __________

Home address : __________

____

Father's Name : __________ *Occupation* : __________

Mother's Name : __________ *Occupation* : __________

Phone Number : __________

GRADE: __________

HOME ROOM: __________

FAVORITE COSTUMES

1ST CHOICE:

2ND CHOICE:

3RD CHOICE:

Name of School __________

School Address : __________

Phone Number : __________

SIGNATURE : __________

NICKNAME: __________

WHO WANTS TO START A COLLECTION?

Objectives:

1. To encourage students to participate in extra classroom activities on a voluntary basis.
2. To make the filling out of forms more meaningful and more in context with real situations.
3. To give repeated informal practice in form filling over a long period of time.
4. To structure extra classroom activities into subgroups of students enrolled in common interest clubs, with membership enrollment, club membership cards, club leaders, club responsibilities and production.

Handouts:

- WHO WANTS TO START A COLLECTION?
- WHO WANTS TO WRITE LETTERS TO OTHER PEOPLE?

Task:

Students can be encouraged to set up various clubs of their own, such as a COLLECTION CLUB, a PEN PAL CLUB, a MUSIC CLUB, a SPORTS CLUB, a READING CLUB, a SOCIAL CLUB, a VARIETY SHOW CLUB, a VIDEO CLUB, etc. Each club needs its own enrollment registration form, its own membership card, its own membership list. As an extension, each club may need its own leader, its own elections, its own policy-making committee, its own commitments, etc.

WHO WANTS TO START A COLLECTION?

Membership form:

I ______________________________

want to join the COLLECTION CLUB.

☑ Check one:

☐ I collect ______________________________.

☐ I want to start to collect ____________________.

☐ I don't know what to collect but I want to start a collection.

Date: ____________________ Homeroom: __________ ______

The Collection Club:

What can we collect in our classroom?

Where can we set up a collection corner?

Where can we find books about specific collections ?

What can we write about our collections?

Who wants to write an article about collections for the school newspaper?

Who wants to be the leader of the Collection Club?

Where do you think our collections will lead us on our way to learning English?

Membership List:

Name: ______________________________ Homeroom: ______

Name: ______________________________ Homeroom: ______

Name: ______________________________ Homeroom: ______

Name: ______________________________ Homeroom: ______

Name: ______________________________ Homeroom: ______

Who wants to write letters to other people?

Membership form:

I ______________________________

want to join the PENPAL CLUB.

☑ Check one:

☐ I have a pen pal.

☐ I would like to have a pen pal.

Date: ________________ Homeroom: __________

Membership List

	Names	Homeroom
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Likewise: Who wants to join the PHOTOGRAPHY CLUB?
Who wants to join the VIDEO CLUB?
Who wants to join the READING CLUB?
Who wants to join the HOME COMPUTER CLUB?

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____________

What I didn't like: ____________

What I'll do differently next time: ____________

How long did it take to cover this section? ____________

Did I use extra material? ____________

Other comments: ____________

WHO AM I?

Students will be called upon to:

1. collect information about a well-known person;
2. answer questions about that person;
3. ask questions to identify other well-known people;
4. use newly acquired skills in a guessing game.

Handouts:

- Blank WHO AM I sheet
- Teacher's master question sheet as reference
- Student's research sheet

Preliminary BRAINSTORMING:

. Read the directions for the "Who Am I" game.

. On the back of a paper tacked to the blackboard is to be hidden the name of a well-known person.
List the questions we can ask to discover that person's identity.
What general questions are likely to be most useful when we play WHO AM I?
Write these out on page 65, for use later.
(Teacher reference, page 66)

. What type of information must the CHALLENGER gather to be well enough informed to answer questions directed at him/her?
Elicit. (page 67)

Game:

1. Directions:

   WHO AM I is a game similar to FRONT PAGE CHALLENGE.

   - A panel of students, a team, or the class at large directs questions to a CHALLENGER to discover his or her adopted identity.

- The CHALLENGER answers questions until the identity of his character has been discovered or until a time limit has been reached.

2. Preliminaries:

   a) Students hand in 3 secret choices of well-known public figures (dead or alive).

   b) Students are informed as to which one of the three choices has been retained by the teacher. This prevents duplication in student choices and gives the teacher an opportunity to eliminate choices that might not be known to most students.

   c) Students are expected to collect enough pertinent information about their subject to be able to answer all questions when it is their turn to be challenged. (Page 67)

Extended activities:

1. GUESTS may be invited to the school and interviewed by students using the FRONT PAGE CHALLENGE technique.

   Guests may include:

   - English university students from here or from foreign countries.
   - People representing various professions.
   - Francophone speakers of English from the neighbourhood who want to share how they learned English.
   - Others.

   Student welcoming committees can greet and introduce visitors to the class, perhaps serve coffee, say a word of thanks and lead the visitors to the door.

2. Variation on the game: WHO AM I?

   Picture or name of a well-known person can be pinned on a student's back.
   That student must ask questions to find out who it is.
   - Can be done in teams or one at a time.

3. Teacher or students may prepare a written WHO AM I quiz.
Example:
I wasn't famous when I wore my hockey sweater. Later I sat on the provincial legislature and make quite a name for myself. Who am I?
Answer: ____________________

In retrospect:

Fill in the SELF-EVALUATION chart. Discuss the merits of the WHO AM I game.
Did we enjoy ourselves?
Were we sufficiently prepared?
Did we improve our skills in formulating questions?
Did this game help us gain more competence and confidence in speaking English?
If we were to do it again, would we make any changes?

WHO AM I ?

SUGGESTIONS

Are you alive?

Are you dead?

Are you a man?

Are you a woman?

Were you a man?

Were you a woman?

Are you older / younger than ....?

Were you older / younger than ....?

Are you / Were you a politician?

a soldier, an artist, an athlete.

Were you born / Did you live before 1900?

after 1800?

Are you / Were you French, English, Canadian, American?

WHO AM I ?

QUESTIONS

WHO AM I ?

NATIONALITY:
COUNTRY:
DATE OF BIRTH:

ALIVE OR DEAD

DATE OF DEATH:
AGE:

OCCUPATION:

NAME OF CHARACTER:

SEX:

OTHER INFORMATION:

Subsection: ______________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____________________

____

____

____

What I didn't like: ____________________

____

____

____

What I'll do differently next time: ____________________

____

____

____

How long did it take to cover this section? ____________________

____

____

Did I use extra material? ____________________

____

____

Other comments: ____________________

____

____

LETTER WRITING

Students will be called upon to:

1. develop an interest in letter writing;
2. expand their English horizons beyond the classroom;
3. write greeting cards for various occasions.

Handouts:

- Information sheet
- Correspondence sheet
- Letters from pen pals
- Greeting card sheet

Preliminary BRAINSTORMING:

- How many students have ever corresponded with French pen pals?
  What regions of the globe do they come from?
  Why is it exciting to receive mail from faraway people we don't know?
  Does anyone know of interesting stories about pen pals who have met?
- What are the advantages of corresponding with an English pen pal?
  How well do we need to be able to write English to correspond?
  Who can help us?
  From what parts of the world might we expect to find English pen pals?
- Who is willing to attempt writing a letter?
  Who do you think will receive the first reply?
- What information would we enclose about ourselves to a pen pal?
  What information would we seek from pen pals?

Task:

1. Alone, in pairs, or with help at home, write a letter introducing you to a pen pal. This letter can be either a practice draft or a real letter to be sent out.
   (FACT FILE entitled: MY FAVORITE... may help you. See page 48.)

2. Read the three letters written by Mark, Ingrid and Duong.
   Where are these students from?
   What did they tell us about themselves?
   Compare these letters with yours.

Extended activity:

1. Students may enjoy corresponding with English elementary school students from the lower or middle grades.
   Get students to exchange a letter with and possibly meet students from other schools.

2. Fan Mail:
   Students may take an interest in setting up a FAN CLUB to collect and share pictures, posters and cassettes of popular music groups or sports celebrities.

3. Students can be encouraged to make and write greeting cards for various occasions.

How to find PEN PALS:

- Pen pals listings from around the world may be found by contasting:

I Y S
International Youth Service
PB 125 SF-20101 TURKU 10
Finland (small fee)

- Pen pal organizer Mr. Barry Simon, who teaches at West Hill High School runs:

Correspondance Canada
2695 McWillis Ave
St-Laurent, Quebec
H4R 1H5 (no charge)

Send biographical letter listing:
age
sex
languages understood
name of school
suitable age range for correspondents
preferred country

Include a stamped, self-addressed envelope.

In retrospect:

Fill in the SELF-EVALUATION chart. Discuss.

THINGS

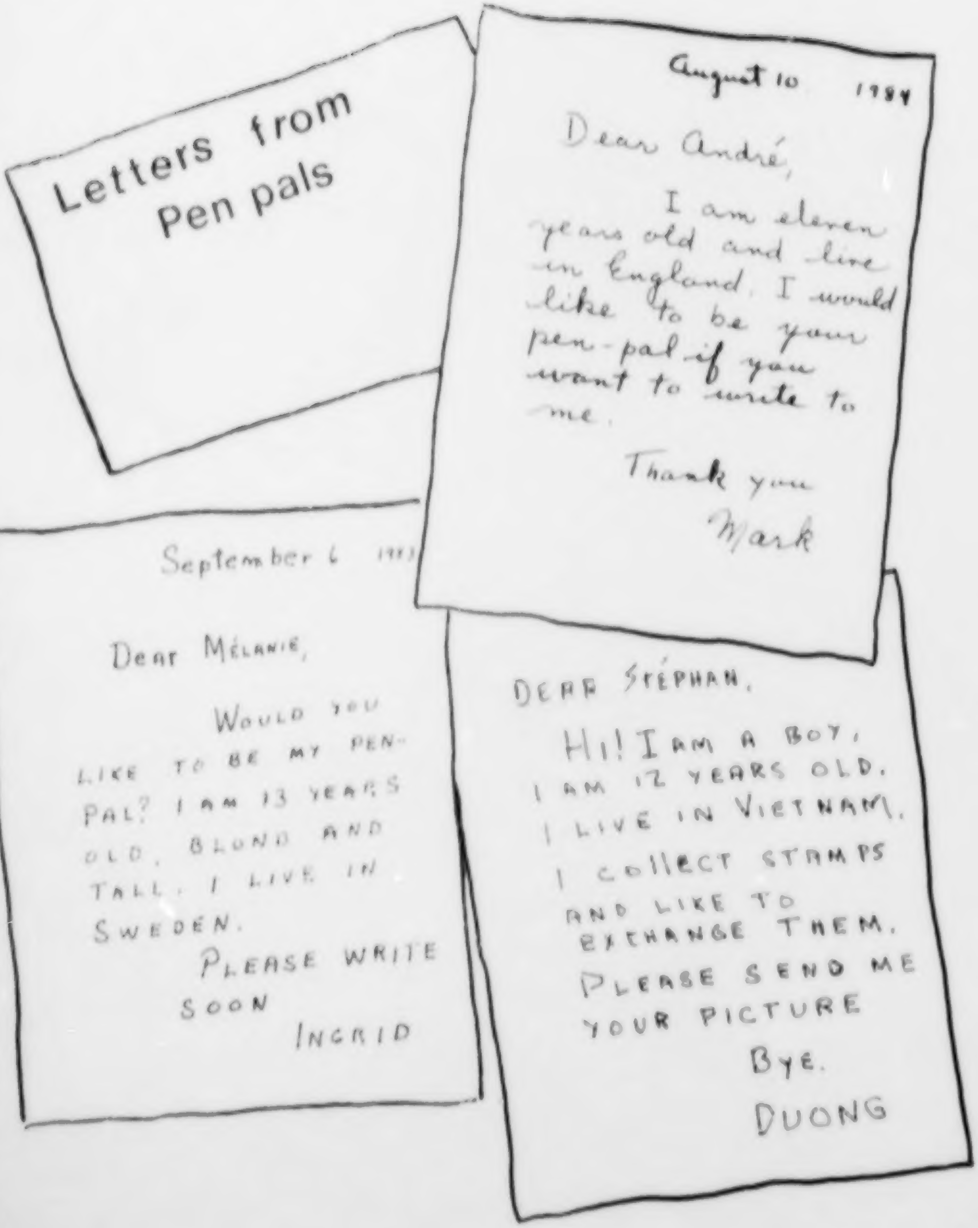
I WANT TO SAY ABOUT ME

DETAILS FACTS

I WANT TO KNOW ABOUT YOU

Introducing me! TO A PEN PAL

Date ______________________



Letters from Pen pals

August 10 1984

Dear André,

I am eleven years old and live in England. I would like to be your pen-pal if you want to write to me.

Thank you

Mark

September 6 1983

Dear MÉLANIE,

WOULD YOU LIKE TO BE MY PEN-PAL? I AM 13 YEARS OLD, BLOND AND TALL. I LIVE IN SWEDEN.

PLEASE WRITE SOON

INGRID

DEAR STÉPHAN,

HI! I AM A BOY. I AM 12 YEARS OLD. I LIVE IN VIETNAM. I collECT STAMPS AND LIKE TO EXCHANGE THEM. PLEASE SEND ME YOUR PICTURE

BYE.

DUONG

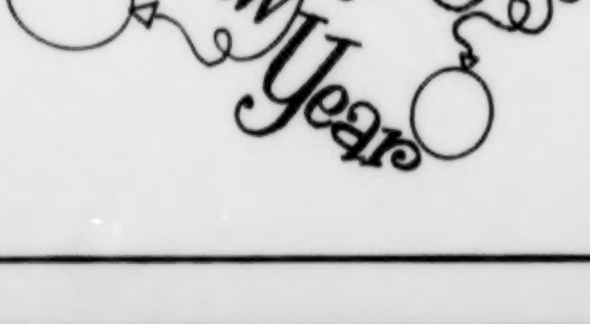
WRITING CARDS
IS FUN

BE MY VALENTINE

GET WELL QUICK

HAPPY BIRTHDAY

Merry Christmas


Happy
New Year

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ______________________________

What I didn't like: ______________________________

What I'll do differently next time: ______________________________

How long did it take to cover this section? ______________________________

Did I use extra material? ______________________________

Other comments: ______________________________

1

Extracurricular GUIDE

INTERVIEWS

Refer to:

- Extended Activities page 26
- Extended Interviews page 30
- Extended Activities page 63

SURVEYS

Refer to:

- Fact File page 50
  Readapt the list.
  Examples:
  . Name a place in the neighbourhood where we can buy the Gazette.
  . Name the closest English radio station.
  . etc.

PEN PALS

Refer to:

- Adresses page 70
- Ministère du Loisir de
  la Chasse et de la Pêche
  Secrétariat des échanges
  socio-culturelles
  Bureau de correspondance
  du Québec,
  150, boul. St-Cyrille est,
  12e étage
  Québec (Québec G1R 4V1

2

READ ALL ABOUT IT!

RIGAUD RAILROADERS FIGHT FOR EXTRA TRAIN
DAILY BLAH
35 cents

a series of

COMMUNICATIVE ACTIVITIES

INDEX

READ ALL ABOUT IT

PAGE

Integrating Objectives 3

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Preliminary 6

Self-Evaluation 10

Getting Familiar with the Newspaper 13

Using the Newspaper 55

Producing a Newspaper 87

Extracurricular Guide 92

INTEGRATING OBJECTIVES

READ ALL ABOUT IT !

5.5	Notes biographiques	Compréhension de l'écrit
5.6	Résumés de films ou d'émissions télévisées	Compréhension de l'écrit
5.7	Articles de journaux et revues	Compréhension de l'écrit
6.3	Annonces d'un article à vendre ou à échanger	Compréhension de l'écrit
6.4	Annonces d'activités	Compréhension de l'écrit
6.5	Annonces d'objets perdus	Compréhension de l'écrit
6.6	Offres d'emploi	Compréhension de l'écrit
7.3	Notes biographiques	Production écrite
9.3	Notes	Production écrite
10.3	Lettres de commandes	Production écrite
10.4	Lettres de demande de renseignements	Production écrite

Références: Programme d'Etudes Secondaires,
Anglais Langue Seconde, Premier Cycle

CROSS-REFERENCE

READ ALL ABOUT IT

	Unités fonctionnelles CECM
WHAT WAS THE SCORE?	2.06
HOW WAS THE MOVIE?	2.07
READ ALL ABOUT IT	2.23
FAVORITE T.V. PROGRAMS	*Learning Situation*
WEATHER FORECAST	*Daily English* Sec. I, II Commission Scolaire Manicouagan 1980-81
ARTICLES FOR SALE	*Daily English* Sec. I, II, III Commission Scolaire Manicouagan 1980-81
A HANDBOOK OF PRACTICAL SUGGESTIONS FOR USING THE DAILY NEWSPAPER	*Learning from newspaper* Dr. Hugh Partlow /CDNPA/ 1974 (available through the Gazette)

GUIDELINES FOR TEACHER PERFORMANCE

READ ALL ABOUT IT

INTRODUCTION

PURPOSE

- help students learn how to handle reading a newspaper;
- expand vocabulary and reading skills;
- help students learn about newspapers and from newspapers;
- put students in touch with the most current authentic source of printed material available;
- encourage students to develop interest in current affairs;
- teach students to become discriminative readers;
- encourage active student participation.

EXPECTATIONS

Using a NEWSPAPER, be able to:

- recognize and identify the different components of a newspaper: the index, sections, headlines, articles, classified ads, display ads, cartoons, horoscopes, birth announcements, obituaries, sports, entertainment, weather reports, etc.
- understand, cut-out, mount and display pertinent information
- produce a class or school newspaper containing articles, interviews, surveys, ads, letters, comic strips, etc.

PRELIMINARY

BACKGROUND INFORMATION:

The newspaper is an excellent source of authentic current material, readily available at affordable prices. In Montreal, THE GAZETTE offers delivery service to schools on the day of publication for half price. Schools may arrange for daily delivery over a period of time, or they may opt for one-a-week delivery. Other options are available as well.

Teacher resource materials and teacher workshops are available at THE GAZETTE. For further information contact THE GAZETTE NIE (Newspaper in Education) co-ordinator or assistant.

NIE (THE GAZETTE): Tel.: 282-2753

Students will be called upon to:

1. undertake a series of activities dealing with the NEWSPAPER;
2. bring in supplies needed to clip, paste and mount newspaper clippings in a personalized scrapbook;
3. discuss a SELF-EVALUATION chart.

Handouts:

- Cover page: READ ALL ABOUT IT!
- Evaluation chart

Preliminary BRAINSTORMING:

- Guide students through a DISCUSSION of the following questions to arouse their INTEREST in working with newspapers:

  1. What do newspapers offer us?

     -They offer local, regional, national and international news on events past, current and forthcoming.

     -They interpret news and express views.

-They advertise for buyers and sellers.

-Etc.

2. What basic PRINCIPLES are upheld by the press?

(for advanced classes)

-codes of ethics;

-freedom of speech and freedom of the press;

-responsibility to the public;

-accuracy of information and the consequences of inaccuracy;

-individual rights to privacy versus the public's "right ot know".

-etc.

3. How familiar are we with French newspapers?

-How many French daily newspapers are there in Montreal?

... Le Devoir, La Presse, Le Journal de Montréal

-How do they differ?

... Example: ordinary newspapers versus tabloids (Tabloids are half the size; the news is presented in condensed form; there are lots of photos to cover a story.)

-Which French newspapers are available in various Québécois cities?

... La Presse, La Tribune, La Voix de l'Est, Le Nouvelliste

In Ottawa?

... Le Droit

-Can anyone in our neighbourhood help us find the names of major French newspapers around the world?
Where can we get our hands on a copy?

-Trivia question:
Who can name a city in Florida where French Montreal newspapers are sold daily?
Which ones? Why?

... Hollywood, Florida / La Presse, Le Journal de Montréal

-Etc.

4. Should people read the newspaper every day? Why?

5. What advantages do English newspapers offer to second language students?

-They provide excellent reading material.

-They offer direct contact with the "real world" anglophone community.

-They provide abundant opportunities for familiarity with and active involvement in this community.

-They give up-to-date written reports which can reinforce or be reinforced by English and French newscasts on the radio and T.V.

Task:

1. Paste handouts in SCRAPBOOK.

2. Become familiar with the new self-evaluation chart. Discuss the benefits of self-evaluation taken seriously.

Complementary task:

1. Survey senior students in the school, teachers, secretaries, administrators and several adults in the neighbourhood.
Which newspapers do they read? Why? How often?
Do these people read English newspapers from this city or from elsewhere? Which ones? Why?
How often?

2. Survey your classmates.
How direct is their contact with newspapers?
In your opinion, are most students adequately familiar with the newspaper?
Discuss.

3. Start a collection of Newspaper nameplates or mastheads from around the country or from around the world.
   Where can out-of-town and foreign newspapers be found in Montreal?
   What are the leading newspapers around the globe?
   How can we find out?

Student outlook:

Students should be aware:

- that familiarity with newspapers will broaden their horizons and expand their minds;
- that working with English newspapers will improve their mastery of second language reading and writing skills;
- that working with English newspapers will provide them with opportunities to become increasingly familiar with the anglophone community that surrounds them.

Self-Evaluation Chart

NAME: **HOMEROOM:**

	EASY	FAIR	DIFFICULT	1 2 3 INTEREST	EVALUATION
GETTING FAMILIAR WITH THE NEWSPAPER					
I can find, read and label headlines according to themes.					
I can find, read and label articles according to themes.					
I can match headlines with corresponding articles.					
I can analyze an article.					
I can find ads pertaining to themes.					
I can find read and match ads according to themes.					
USING THE NEWSPAPER					
I am familiar with various sections of the newspaper.					
I can make a list of famous persons in the news.					
I can make a list of today's sport events and scores.					
I can read the entertaiment columns.					
I can prepare a shopping list using ads.					
I can find and read horoscopes.					
I can understand some cartoons in English.					
I am familiar with the Lost and Found ads.					
I can read birth announcements.					
I can write away for information or advice.					
PRODUCING A NEWSPAPER					
I can write an article.					
I can write an ad.					
I can draw a cartoon and write captions.					
I can hold and write an interview.					

Self-Evaluation Chart

NAME: **HOMEROOM:**

	EASY	FAIR	DIFFICULT	ITS INTEREST	EVALUATION
GETTING FAMILIAR WITH THE NEWSPAPER					
Je peux trouver, lire et classer les titres selon des thèmes.					
Je peux trouver, lire et classer des articles selon des thèmes.					
Je peux associer les titres aux articles correspondants.					
Je peux analyser un article.					
Je peux trouver des annonces publicitaires qui correspondent à des thèmes.					
Je peux trouver, lire et associer des annonces publicitaires selon des thèmes.					
USING THE NEWSPAPER					
Je connais les différentes sections du journal.					
Je peux dresser une liste de personnes célèbres citées dans le journal.					
Je peux dresser une liste d'événements sportifs et de leurs résultats.					
Je peux lire les pages ou la section des arts et spectacles.					
Je peux dresser une liste d'achats en utilisant les annonces publicitaires.					
Je peux trouver et lire l'horoscope.					
Je peux comprendre certaines bandes dessinées.					
Je connais le babillard: "Perdu et Trouvé".					
Je sais lire les communiqués de naissance.					
Je sais écrire pour demander de plus amples renseignements ou des conseils sur un sujet donné.					
PRODUCING A NEWSPAPER					
Je sais écrire un article de journal.					
Je sais écrire une annonce publicitaire.					
Je peux rédiger et illustrer une bande dessinée.					
Je peux préparer les questions d'une interview et la réaliser.					

BIG NEWS!
EXTRA!

GETTING FAMILIAR WITH THE NEWSPAPER

GETTING FAMILIAR WITH THE NEWSPAPER

HEADLINES

Students will be called upon to:

1. become familiar with English newspaper headlines;

2. find, clip and paste headlines about specific topics.

Handouts:

- Sample HEADLINES page

- 2 activity pages

Preliminary BRAINSTORMING:

. What are headlines?

. What is particular about their format and style?

...Headlines come in various sizes which relate to importance of topic and layout. The style is usually concise and often telegraphic.

. Are headlines usually easy to read?

...In our native tongue, YES. They are often intricate and difficult to understand for second language beginners.

. Is it necessary for us to understand every word in the headline?

...Grasping the topic is usually sufficient.

. What topics might we expect to find in tomorrow's newspaper?

...Politics, wars, trials, fires, strikes, robberies, heroic actions, etc.

- What are the topics on the sample HEADLINES page?
- How many had we already listed above?

__Task:__

1. Paste HEADLINES page in scrapbook.
2. Carry out instructions on activity sheets. Discuss headlines found.
3. Fill in the SELF-EVALUATION chart and discuss.

HEADLINES

Acid-rain pact

Being a sports agent is hard work

Notre Dame Hospital
overcrowded again

Pope praises strength of poor

Loud music is dangerous

**Traders expect
bank rate to take
big jump today**

Lilies are truly spectacular plants

Find, cut-out and glue
HEADLINES

OF STORIES ABOUT

Fire

Trial

Robbery

Strike

Find, cut-out and glue HEADLINES

OF STORIES ABOUT

Government

Refugees

Politics

Stocks

ARTICLES

Students will be called upon to:

1. become familiar with English newspaper articles;
2. find, clip and paste articles about specific topics;
3. match headlines with articles;
4. analyze a newspaper article;
5. produce an article for a school newspaper.

Handout:

- Sample page

Preliminary BRAINSTORMING:

. Imagine a newspaper without articles! What remains?

. Who writes articles for newspapers?

. What does a journalist's job consist of? What skills are expected of him or her?

. Which type of articles are easiest for second language students to read?

. Which topics interest us more directly than others?

. Read the articles on the sample page. Be prepared to answer questions. Are some articles easier to read than others? Discuss.

FIND, CUT and GLUE

Preparation:

Prepare students to clue in to pertinent information and to hazard educated guesses about the content.

Discourage premature discouragement.
Encourage curiosity.

Task:

1. Paste sample page in scrapbook.

2. Find, clip and paste articles for the 9 activity pages.

   With outside help, if necessary, get a general idea about the content of the article. Discuss level of comprehension, apprehension and frustration felt towards reading second language articles. Remember that getting the gist is already worthy of applause. Skim reading for clues of meaning and educated guessing are to be encouraged.

3. Fill in the SELF-EVALUATION chart and discuss.

articles

New face at the aquarium

Lionel Blanchette of the Montreal Aquarium shows off the aquarium's newest resident, a penguin born Dec. 28. His parents, brought to Montreal from Australia, have bred several times, but this is the first chick to survive for more than a few days.

Cold spell could set sub-zero days mark

We may have a record-breaking winter if the present cold spell keeps up, officals at Environment Canada's Dorval weather office say.

The temperature has remained below zero Celsius since Dec. 31 and, if it stays that way, we may beat the longest recorded below-zero spell, which was 57 days from Dec. 16 to Feb. 10 in 1976, said Environment Canada official Renel Lagacé.

Lagacé said we may be in luck, in record terms, that is, because the cold temperatures are expected to continue for the next few days.

Today's high should be around 12, going down to -18 tonight.

Ex-PM honored

OTTAWA (CP) — The federal government has honored former prime minister Pierre Trudeau with portraits of his three sons by Quebec artist Jean-Paul Lemieux.

Love story was filled by adventure, intrigue

At first glance, they seem like any post-middle-aged couple who still find pleasure in each other's company.

But 40 years ago, when Guy and Tony d'Artois fell in love, they lived with the uncertainty of whether they would survive the war or see each other again.

They met in Scotland while training for the British secret service. They were parachuted, separately, into occupied France to work with the resistance.

Only after D-Day did they find each other.

With six grown children and many memories of those early days of adventure and intrigue, their love story continues.

FROM
THE
GAZETTE
1985

Learn how to relieve the pressure

When stress suddenly becomes unbearable, it's important to find a way to relieve it at least superficially.

Psychologist Barbara Wainrib suggests these short-term steps:

- Block out the problem temporarily.
- Fantasize. If your supervisor is creating problems for you, imagine that person in a ridiculous situation. If you can laugh, you'll feel an almost immediate lessening of tension, certainly enough to help you carry on with the work at hand until you can deal more thoroughly with the problem.
- Go for a walk.

Find,
cut-out
and
glue
an
article
about

Accident

attack

an

Earthquake

International conference

Find, cut-out and glue an article about

Murder

storm

Lawsuit

Protest demonstration

MATCH

Preparation:

What bits of information are we able to grasp when we read through these articles?
What bits can we guess?
How successful can we be at matching headlines with appropriate articles?

Task:

1. Cut out articles and headlines on both pages.
   Match.
   Paste in scrapbook.

2. Discuss level of ease or difficulty encountered.

3. Fill in the SELF-EVALUATION chart and discuss.

Extended activities:

1. Take a collection of interesting newspaper articles. Separate the headlines from the opening paragraphs. Mount them separately on cardboard. Prepare an answer key, then mix the cards.

   Students may be given one heading and one paragraph each. Within a time limit students circulate about the classroom in search of the missing halves.

2. Have students find two or three articles treating local, regional, national and international news.

   Develop a CURRENT NEWS board listing local, regional, national and international news.

match

THE HEADLINE WITH THE ARTICLE

Who Is Really Better at Math?

FROM
THE GAZETTE
1985

In many developing countries the population lacks a source of clean, safe water. They may live beside rivers or lakes, but the water from these can make them very ill or kill them. Sometimes they have to use this source — there is no other.

Very often, the ONLY source of drinking water is several hours' walk away: a gruelling trek in the hot sun EVERY DAY. And even then the water is likely to be contaminated.

He would be the Great Something if not Gretzky. So even the soaring alliterative quality of his name is inspired, like his number, 99, an amalgam of Bobby Hull's 9 and Gordie Howe's 9 or perhaps Howe's and Maurice Richard's 9. If Wayne Gretzky is not twice the hockey player anyone has ever seen, how is he doubling all the numbers in his sport?

Good question, eh? Not even rapturous Canadians have a quick answer to what is so great about Gretzky. Including those in Edmonton, Alta., where oil has slipped to No. 2 among natural resources. The way baseball is the simplest or most complicated game, depending on what you would have it be, hockey is very simple or very complicated, depending on where you were born. And it is tough trying to explain Gretzky to people still working on figuring out the blue line — meaning, most Americans.

Halloween can be very scary in the little Canadian town of Churchill (pop. 1,200), on the western shore of Hudson Bay. This fall, before Churchill's youngsters were allowed to go out trick-or-treating, armed men checked out every street and back alley. Even after the masked and costumed kids were let loose, some adults stood guard on the outskirts of town. It was not ghosts and hobgoblins that were on their minds, but polar bears.

Though few people ever get to see the furry white beasts, except for gl[illegible] captives in city zoos, there is a plethora of polar bears around Churchill, especially in fall. By the time the ice freezes on Hudson Bay, as many as 200 may have passed through what local residents call the Polar Bear Capital of the World. The onetime fur-trading center happens to sit astride one of the animals' age-old migratory routes.

(continued...)

(... continued)

match

THE HEADLINE WITH THE ARTICLE

The Black Rhino has a problem. His horn. Selling for $600 an ounce, it is powdered to make "love potions" or carved into dagger handles.

In the past he's been a victim of superstition, his horn was falsely believed to be endowed with great and magical powers to cure sexual problems. Today, most rhinos are killed for dagger handles.

Poaching gangs, operating like commando units, armed with machine guns and hand grenades, have murdered 90% of the Black Rhino population in the past 5 years! His poor eyesight makes him easy prey.

As his numbers continue to decline, the price of the horn increases and the mercenary poachers become more ruthless – killing both rhino and game rangers.

Polar Bears

FROM
THE GAZETTE
1985

Great Gretzky

Water, water everywhere but not a drop to drink!

● to do better at math than girls, that male high school students are more likely than their female counterparts to tackle advanced math courses like calculus, that virtually all the great mathematicians have been men. But why? Are [illegible] [illegible] [illegible]l ability? Or [illegible] [illegible]ir progress?

THE BLACK RHINO.
BUTCHERED INTO EXTINCTION

ANALYZE

Preparation:

What basic questions do you suppose reporters have in mind when they set out to cover a story?

WHO? WHAT? WHEN? WHERE? WHY? HOW?

Use the preceding activity handouts on matching headlines and articles. Not all articles answer all six questions. Examine each article. How many of these questions are answered in each article?

Teacher may analyze one article with the group. The other articles may be analyzed by individual students, pairs or groups before proceeding to the task.

Task:

1. Find an article in the newspaper. Clip and paste on activity page.
2. Answer the 5 W's and H (who, what, when, where, why, how). Some questions may not have been covered in the article.
3. Keep the 5 W's and H in mind when reading future newspaper reports.
4. Fill in the SELF-EVALUATION chart and discuss.

an article

Who

What

When

Where

How

FIND and ILLUSTRATE

Preparation:

Second language beginners may experience frustration when reading through English newspaper articles filled with idioms and other difficulties, and written for mature native speakers.

Grasping essential elements of the article is the target we are aiming for.

Guessing plays an important step too.

Students should bear this in mind.

Task:

1. Find a short newspaper article about a topic that appeals to you.
2. Clip and paste it on the activity sheet.
3. Examine the article carefully. Does it answer the 5 W's and H? This analysis will help you piece together the essential elements needed to provide you with understanding.
4. Now that you have read, reread and analyzed the article to the best of your ability, illustrate what you think has taken place.

Follow-up:

Show your article and your illustration to someone who reads English fluently.

Are you in for any funny surprises?

What had you overlooked or misunderstood?

Are you surprised at your own success?

Did this activity help you overcome difficulties?

FIND THE ARTICLE you prefer

paste
it
here
ILLUSTRATE
IT →

PRODUCE

Preparation:

NOTE TO THE TEACHER

The production of a classroom or school newspaper will be dealt with at the end of this UNIT.
Throughout the unit, however, students are called upon to produce and collect items to be used when the newspaper production gets underway.
Therefore, PLEASE REFER to page 87 before beginning production tasks throughout this section.

Task:

You are going to write a newspaper article. Choose a topic that interests you, and that you think will also be of interest to your reader.
Using the 5 W's and H as guidelines, focus on one particularly interesting aspect of your topic, such as an element of humour, shock, approval, disapproval, concern, regret, curiosity, etc.
This will give your article a particular angle of interest.

write an article for your class NEWSPAPER

HEADLINE

ARTICLE

AN INTERVIEW

Preparation:

Make use of the interview techniques developed in GETTING TO KNOW YOU.

Use them to prepare an interview for your school newspaper.

Task:

Play the role of a reporter who sets out to conduct an interview.
Choose a topic of interest to you and to the eventual reader.
Make use of the 5 W's and H technique.
Prepare your questions in advance.
Interview one or two persons, whether student, teacher, parent, etc.
Write out your interview.
Save it for the class newspaper.

Extended activity:

Same as above.
However, use a tape recorder and a camera.
Your classmates may listen to the interview and see a photo of the interviewee!
Then, write out your interview.
Save it for the class newspaper.

In retrospect:

What have we learned about English headlines and articles?
What learning strategies can we adopt when we tackle reading articles?
Fill in the SELF-EVALUATION chart and discuss.

for your class NEWSPAPER

Do an interview

Who ____________________

What ____________________

When ____________________

Where ____________________

How ____________________

DISPLAY ADS

Students will be called upon to:

1. become familiar with English newspaper display ads;
2. find, clip and paste ads about specific topics;
3. produce an ad.

Handouts:

- Sample page
- 3 activity pages

Preliminary BRAINSTORMING:

. We are surrounded by ads in our everyday life: on bill-boards, in newspapers, catalogues and magazines, on radio and in T.V. commercials. How do these ads influence our lives?

. How much space do ads usually occupy in a newspaper?

. What common properties do most ads have?
1. formats of varying sizes, shapes and general makeup;
2. various choices of designs, size and arrangements of printed wording;
3. profusion of illustrations, photos and often, the use of colour;
4. selective choice of wording (slogans, puns, etc.);
5. special grammatical usage (often non-sentences);
6. etc.

. How often and in what circumstances do we refer to ads?

ads

Fromagerie de l'Ouest

COOKED HAM
Extra Lean
Reg. $7.49 kg $3.40 lb
Special $4.39 kg $1.99 lb

SWISS EMMENTHAL CHEESE
Reg. $13.99 kg $6.35 lb
Special $10.99 kg $4.99 lb

On special this week

The Butcher

Super Special
Jumbo Eggs
Farm fresh
and delicious

Limit of 4
per customer

$0.99
dozen

FINAL CLEARANCE
up to 75% off

On all Fall and Winter fashions, coats, suits, sweaters, dresses, skirts, blouses and cocktails, etc.

Ingri
THE ART OF
INSPIRED DRESSING

FROM THE GAZETTE 1985

OPTICAL CENTRE
20% off on:
- sunglasses
- Items for contact lenses.
- Frames
- Accessories for your glasses.

Le Restaurant:

offers you:
Breakfast. Served from 9 a.m. to 10:30 a.m. Scrambled eggs, bacon, home fries, toasts and coffee.
Ea. **$1.99**

Find, cut-out and glue an ad for

A TV OR A VIDEO

NEW CARS

A FILM OR A SHOW

a sale

Find, cut-out and glue an ad for

clothes

fruits

A RESTAURANT

ANY SORT OF SPORT EQUIPMENT

BUYING FOOD FOR A PARTY

You will buy...

....

....

....

....

....

....

....

....

from ads
in the
newspaper

YOU'RE IN CHARGE OF

BUDGET

$30.00

$100.00 A GIFT CERTIFICATE

YOU WIN

You will buy...

....

....

....

....

....

....

....

from ads
in the
newspaper

PRODUCE

Preparation:

NOTE TO THE TEACHER

Refer to guidelines for production of a school newspaper, on page 87.

Task:

Choose, describe and illustrate a product of your choice.
Design your illustration so that its format, make-up and printing style will make it attractive to buyers.
You might consider the buyers to be your schoolmates.

In retrospect:

Has our awareness and appreciation of DISPLAY ADS increased?
In what ways can English DISPLAY ADS help us learn English?
Fill in the SELF-EVALUATION chart and discuss.

write an **AD** for your class NEWSPAPER

CLASSIFIED ADS

Students will be called upon to:

1. become familiar with the classified ads in English newspapers;
2. find, clip and paste classified ads about specific topics;
3. use the classified ads to find job opportunities;
4. produce a classified ad for the school newspaper.

Handouts:

- Sample page
- 3 activity sheets

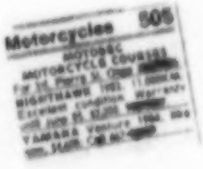
Preliminary BRAINSTORMING:

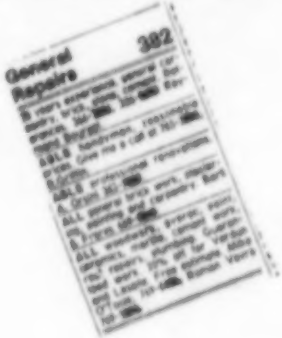
. Surely we have all stuck our noses into the classified ads sometime or another. Or have we not? Have we looked in them for a particular reason... like when our parents are planning to move or when our big brother is looking for a new car or bike? Or have we disregarded them entirely while looking for the comics and the horoscope?

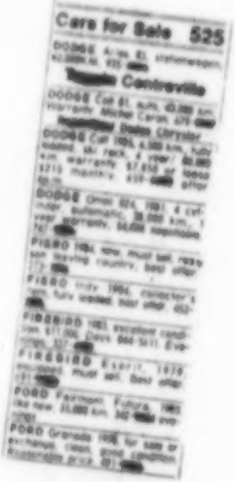
. What particular status do classified ads hold in relation with other components of a newspaper?

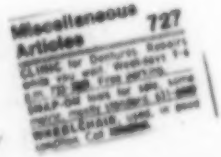
- they are confined together in a special section;
- they are printed in very small print;
- they originate from readers rather than reporters;
- etc.

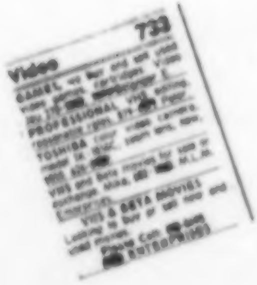
Classified Ads

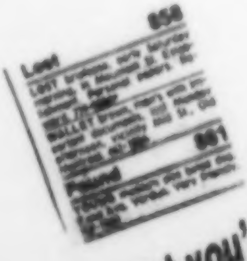

Motorcycles 505

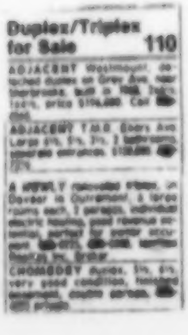

General Repairs 382


Cars for Sale 525
Centreville


Miscellaneous Articles 727




Lost 858
Found 861


Duplex/Triplex for Sale 110

Find what you're looking for in

Find, cut-out and glue

Classified Ads

Find a job you'd like to do when you are 25 years old.	ex.: ↓ a course you'd like to take -Ad- **FRENCH COURSE** **Intensive or Regular** **Days or Evenings** **The Best Rates in Mtl** [illegible] **879-** **Ecole Superieure** **Des Langues**	a driving school
a car for sale		a horse for sale
a dog for sale		a music course you'd like to take
a lost article		a guitar for sale
a cottage for rent where you would like to spend your next vacation	a bicycle for sale	a used camera
skis for sale	a T.V. for your bedroom	a computer for sale
Find a camp you would like to go to	Find a part time job for yourself	a motorcycle for sale

FIND JOBS

Preparation:

How many students hold part-time jobs?

How many students would like to?

If you were to step out into the work force tomorrow, what kinds of jobs would interest you?

Task:

1. Find and clip ads pertaining to occupations.
2. Classify and paste them according to your degree of interest.
   Example: You would like to be a doctor but you wouldn't like to be a lawyer, etc.
3. Circle or underline the occupations.

USING THE
Classified Ads
Find jobs you

LIKE OR **DON'T LIKE**

PRODUCE

Preparation:

NOTE TO THE TEACHER

Refer to guidelines for production of a school newspaper on page 87.

Task:

You own something that you would like to sell.

Write a classified ad that you could publish in the newspaper.

Give a maximum amount of information in as few words as possible.

What is the current cost per word?
Figure out the cost of the ad.

If you can, type out your ad.

Extended activity:

Refer to MAKE AN AD for a PUBLIC AUCTION on page 51.

Write a Classified Ad for your class NEWSPAPER

PUBLIC AUCTION or FLEA MARKET

Preparation:

With permission of school and parents, HOLD A SCHOOL or CLASSROOM AUCTION, or a FLEA MARKET to raise funds for a worthwhile cause.

Encourage students to begin setting aside one or two articles (eg. games, books, toys, records, cassettes, sports' equipment, etc.) to be sold at a later date.

Task:

1. Have students write ADS for their merchandise.
   Post, or publish the ADS in the school newspaper.

2. Hold the sale.

In retrospect:

How can the CLASSIFIED ADS help us improve our English?

Fill in the SELF-EVALUATION chart and discuss.

MAKE AN AD FOR A PUBLIC AUCTION

OLD TIME BARGAINS

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ______________________________

____

____

____

What I didn't like: ______________________________

____

____

____

What I'll do differently next time: ______________________________

____

____

____

How long did it take to cover this section? ______________________________

____

____

Did I use extra material? ______________________________

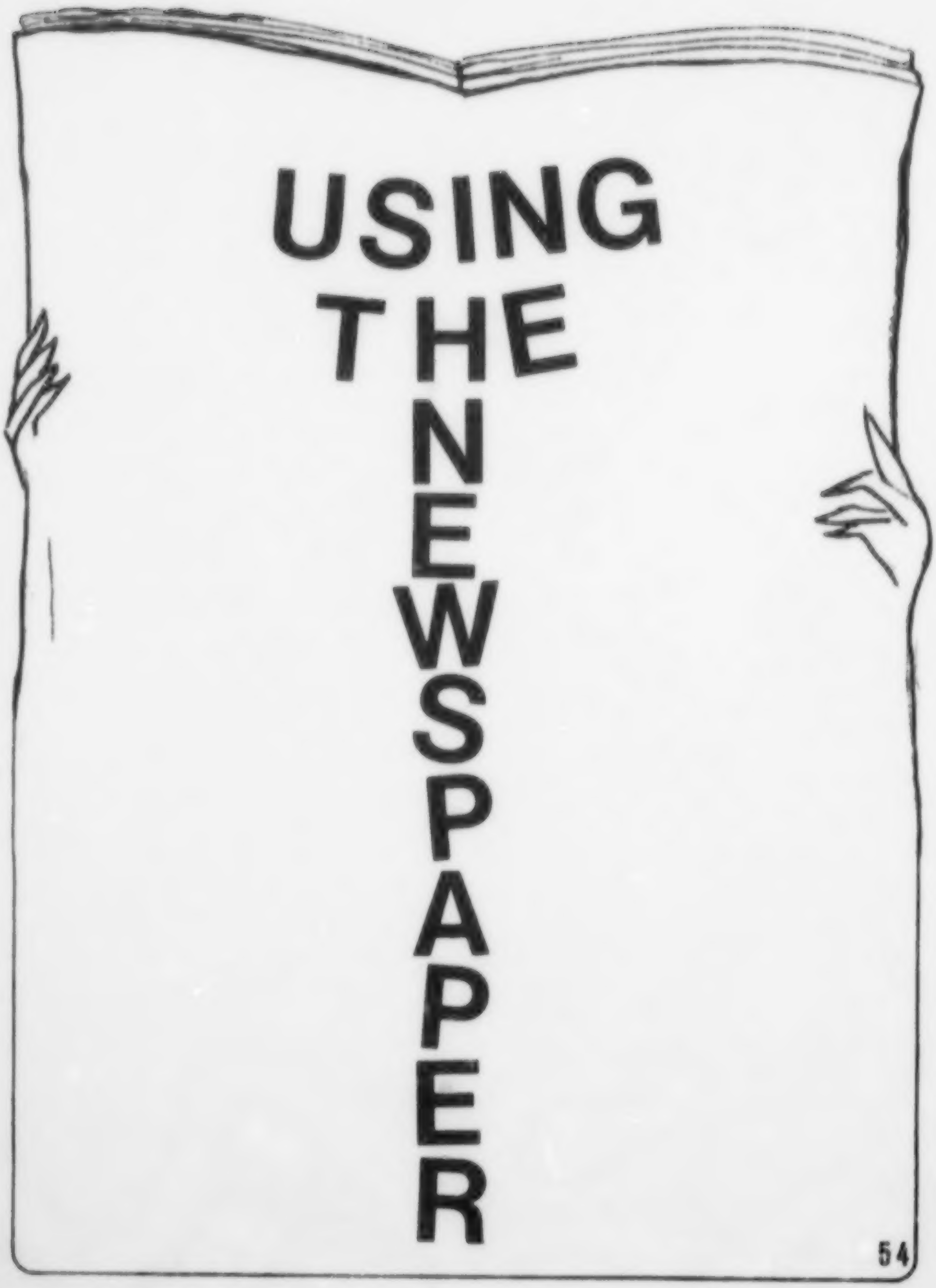
____

____

Other comments: ______________________________

____

____



USING THE NEWSPAPER

USING THE NEWSPAPER

Students will be called upon to:

1. develop ease in searching through an English newspaper;
2. find information pertinent to various activities;
3. produce items in view of producing a classroom or school newspaper.

Handouts:

- 19 activity pages, when and as required.

SECTIONS and PAGES

Preparation:

Make certain that students are familiar with the INDEX.

Task:

Follow instructions on the activity sheet.

Fill in the SELF-EVALUATION chart.

In what section of the NEWSPAPER will you find....

		SECTION	page
1	A BIRTH ANNOUNCEMENT		
2	A CLASSIFIED AD TO BUY A HOUSE		
3	A LISTING OF MOVIES		
4	A DEATH NOTICE		
5	YOUR HOROSCOPE		
6	THE WEATHER FOR TOMORROW		
7	THE COMICS		
8	THE CROSSWORD PUZZLE		
9	THE TIME OF A T.V. PROGRAM		
10	A GOOD ITALIAN RESTAURANT		
11	THE NAME OF THE TEAMS PLAYING TODAY		
12	THE STOCK MARKET REPORT		

SEARCH

Preparation:

Two searches are included here. SEARCH 1 is easier than SEARCH 2.

The searches are long. If carried out over a short time span it would be preferable for the teacher to limit the number of items on the search.

Variations:

1. Have teams carry out the entire search as homework over the space of a week. Which team can come up with the most items?
2. Distribute the even numbers to one team versus the odd numbers to another team.
3. Ask students to find any 10 of the 20 items.

Task:

Either in class, at home, alone, in pairs or in groups, have students hunt through the newspaper to find a maximum number of ads and articles on their lists.

Allot a given time limit to complete findings.

Allot points or prizes for winners.

Extension:

Teacher or students can prepare similar hunts.

SEARCH

IN THE NEWSPAPER SEARCH FOR ARTICLES OR ADS TALKING ABOUT:

a simbol for sunny weather

a place you would like to go for a holiday

a free offer

an easy recipe

a headline for good news

a film you would like to see

the name of a famous athlete

the simbol of a team

an abbreviation for an organization

a store having a big sale

a cartoon you think very funny

a sad story about an animal

a T.V. show you want to watch

a famous movie star

strange fashions

the score of your favorite team's last game

a sad athlete

a correction

a map

a story about flowers

COPY OR CUT-OUT AND GLUE YOUR FINDINGS.

BE READY TO EXPLAIN YOUR CHOICE.

1

SEARCH

IN THE NEWSPAPER SEARCH FOR ARTICLES OR ADS TALKING ABOUT:

a statistical chart

a less popular sport

a cartoon you like

a pattern to make clothes

a story of conflict

an important quotation

results of a survey

the average cost of a motorcycle

a family drama

a discouraged person

a job you would like to do

two abbreviations for names of organizations

a word in a crossword

a correction on a price

a very popular record or tape

COPY OR CUT-OUT AND GLUE YOUR FINDINGS.

BE READY TO EXPLAIN YOUR CHOICE.

2

FAMOUS PERSONS IN THE NEWS

Preparation:

Conduct a discussion on public figures likely to appear in the news:

- local figures
- regional figures
- national figures
- international figures

Task:

In pairs or in groups, hunt through one newspaper for one or two famous persons in each category listed above.

Be prepared to defend your choices.

Extension activities:

1. Hunt through one consecutive week of newspapers looking for recurring appearances of several famous people.

2. Have groups select 2 or 3 public figures currently appearing in the news.
   Follow coverage of these persons over a specified time lapse.
   Which groups come up with what?

3. Make a FAMOUS PERSONS IN THE NEWS bulletin board.
   Where are they from?
   Why are they in the news?

4. Fill in the SELF-EVALUATION chart. Discuss.

MAKE A LIST OF FAMOUS PERSONS IN THE NEWS

Who	does what?

62

"Quick Quotes"

Who said What

Date ____________

SPORTS

Preparation:

Take advantage of the interest students take in following sports events.
Which students prefer which sports?

Tasks:

1. Make a list of sports appearing in today's newspaper.

2. Fill in the SELF-EVALUATION chart. Discuss.

Extension:

Where were the games played?
Who are the most polular sport celebrities?

3. Keep tabs of winners, losers and scores of several sports events.
Which group of students can come up with the most sports?

4. Students, alone, in pairs, or in groups may draw up a list of popular or outstanding athletes.
Which group can identify the greatest amount of sports celebrities in as many different sports as possible?
Allot a time lapse within which the information must be found.

MAKE A LIST OF SPORTS IN TODAY'S NEWSPAPER

WHO.......?

won	lost	score	**Sport**

Date ____________________

MAKE A LIST OF ATHLETES

Names &	TEAM	Sport

ENTERTAINMENT

Preparation:

Who can name the English radio stations in Montreal?
The T.V. stations?
The movie theatres?
The theatres?

Where can a listing of entertainment events be found in the newspaper?
What kinds of entertainment?

Task:

Make a list of entertainment happenings appearing in today's newspaper.
State event, time and place.

Choose one or two programs listed for T.V. or radio tonight.
Listen to or watch them for at least a few minutes each.
What did you think of them?
How well did you understand?
Do you consider these programs addressed to students of your age?
Do you know anyone who listens to or watches these programs regularly?

Extended activities:

1. Choose an entertaining English T.V. program that you can follow daily or weekly.
   Watch your English improve!

2. Survey students in an English High School.
   Which radio and T.V. programs do they follow most?
   How many of these programs are you familiar with?

3. Read 2 or 3 movie reviews.
   Arrange to attend one of the movies.
   Were you able to understand more than you expected to?

4. Reserve bulletin board space in the classroom for an ENTERTAINMENT BOARD.
   Update with listing of forthcoming special events.

Fill in the SELF-EVALUATION chart. Discuss.

ENTERTAINMENT

RADIO

Film

SHOW

TV

TODAY
TONIGHT

Date ____________________

	WHAT?	TIME	PLACE STATION
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

HOROSCOPES

Preparation:

What is astrology?
What is the difference between astrology and astronomy?
What are the English names for the planets?
Why do astrologists think the planets influence human behavior and character?

How many of us know people who are interested in astrology?
Discuss the popularity and the accuracy of horoscopes.

What are the English zodiac signs?

- Aries
- Taurus
- Gemini
- Cancer
- Leo
- Virgo
- Libra
- Scorpio
- Sagittarius
- Capricorn
- Acquarius
- Pisces

What is your zodiac sign?

Tasks:

1. Find and copy your own horoscope for today. What seems true to your character and what seems false?
   Explain why.

2. Make a bilingual list of the zodiac signs.

Extended activities:

1. In pairs or groups, prepare a role-play between an astrologer and client, a palm-reader and client, etc.

2. Invite a guest to the class to speak about astrology.

3. Make a listing of the zodiac signs of your classmates.

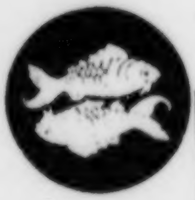
4. Find a male and female that you know for each of the signs.

5. Choose a sign. Imagine and write a horoscope for it. Find someone you can give it to.

Fill in the SELF-EVALUATION chart and discuss.

find and Write

Your Horoscope



true

false

WHY?

horoscope

horoscope

CARTOONS

Preparation:

Practice setting cartoon frames back into proper order.

Practice drawing in a missing frame from a cartoon strip.

Task:

1. Draw a cartoon for the school newspaper.
2. Describe a dream in cartoons.
3. Collect cartoons from newspapers and magazines.
   Make a cartoon bank.
   Rotate cartoons on a cartoon corner in the classroom.
4. Fill in the SELF-EVALUATION chart. Discuss.

make CARTOONS

for your class
NEWSPAPER

LOST and FOUND

Preparation:

Where do the LOST and FOUND columns appear in the newspaper?

Why are they usually interesting?

Tasks:

1. From the LOST and FOUND columns make up a list of six items that have been lost, and six that have been found.

2. Fill in the SELF-EVALUATION chart. Discuss.

MAKE A LIST OF LOST & FOUND

OBJECTS		
PETS		

BIRTH ANNOUNCEMENTS

Preparation:

Look for the BIRTH ANNOUNCEMENT section of the newspaper.

In a BIRTH ANNOUNCEMENT, what information is usually given?

Tasks:

1. Write up your own birth announcement. Include your date of birth, weight, length, given names and place of birth.

   Include a baby photo if possible.

2. Fill in the SELF-EVALUATION chart. Discuss.

write your own BIRTH ANNOUNCEMENT

put your own
picture here

78

DEAR HOPE

Preparation:

Collect a few articles from "le courrier du coeur".
Collect a few items from English advice collumns.
Are the two similar?

Task:

Give yourself a secret fictitious name that only your teacher knows.
Enter your fictitious name in a box intended to hold all the names.
Your teacher (or student in charge) will match you up with another fictitious character whose true identity you don't know.
Write that person a letter asking for advice of some sort.
You will also receive a letter asking advice from you.
You may answer humourously, seriously, realistically, whichever!
Watch the results when you learn to whom you have written and replied!

Fill in the SELF-EVALUATION chart. Discuss.

Write a letter to

Dear Hope,

----
your signature

ASK FOR INFO

Preparation:

Make a list or collection of the opportunities that newspapers offer us to write away for information.

Example: summer camps, free brochures, etc.

Task:

1. Write a "please send me" letter.
2. Fill in a form to send away for advertised "goodies".
3. Fill in the SELF-EVALUATION chart. Discuss.

ASK FOR INFO

LETTERS TO THE EDITOR

Preparation:

This is a difficult section to deal with. Don't expect to be able to read and understand in depth.

Examine how the editorial page is set up.
Who tends to read editorial pages?
Who tends to write letters to the editor, and why?

Why would it be interesting to have an editorial page in a class or school newspaper?

Tasks:

1. Write a letter expressing your views on a topic that interests you.
   Choose a topic that deals with your school or schoolmates.
   Set aside for the production of your class or school newspaper.

2. Make a list of editorial topics for your school newspaper.

3. Write an editorial.

   Suggested topics:

   - For or against smoking in school
   - For or against homework
   - Christmas exams are important, yes or no
   - For or against noon hour activities at school
   - etc.

write

Letters to the Editor

Dear Editor:

your signature

Subsection: ______________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ______________

What I didn't like: ______________

What I'll do differently next time: ______________

How long did it take to cover this section? ______________

Did I use extra material? ______________

Other comments: ______________

PRODUCING A NEWSPAPER

PRODUCING A NEWSPAPER

To the teacher:

If we set out AWARE, at the beginning of this unit, that a newspaper is to be produced, we can collect ads, articles, current school or neighbourhood news reports and surveys as we go along.
Collect stories from UNIT 6 and appropriate work from other UNITS as well.
Bear in mind that production sould always reflect the interests of the students and their age level.

Tasks:

1. Set up a class or school newspaper.
   Find a name for the paper.
   Design the layout.
   Find typists among students, if possible.
   Set up a NEWSPAPER PRODUCTION COMMITTEE.

   The production may be tried initially on a small scale, within a limited-time span.
   Following this, discuss content, format, appearance and quality.
   What improvements need to be made?
   How satisfied are we with the production?
   Are we ready to undertake a full scale production?

2. Undertake a larger and more serious production.
   Focus the production around major themes such as Christmas or Valentine's Day.
   Determine for whom the newspapers are to be written and distributed.
   Discuss printing procedures and handling of distribution.

Extended activity:

Write a newspaper intended to be placed in a TIME CAPSULE.
What can you write about your present world that will interest you when you read it in the year 2000?
Include pictures.
Include projections about future classmates.
Produce.
Seal.
Store in a trunk, drawer or attic.
Label: "To be read in 2000".

NEWSPAPER

index

PRICE

Sub-section: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____________________

____

____

____

What I didn't like: ____________________

____

____

____

What I'll do differently next time: ____________________

____

____

____

How long did it take to cover this section? ____________________

____

____

Did I use extra material? ____________________

____

____

Other comments: ____________________

____

____

Extracurricular GUIDE

THE NEWSPAPER

Refer to:

- The Gazette page 7
- Production of a newspaper page 86
- Teaching wh questions:
  SPEAQ OUT, vol 13 no 3,
  May 1985, page 19
- Learning from Newspapers,
  Dr. Hugh Partlow, CDNPA,
  Appendix: addresses for
  newspapers across the country
  and abroad.

TEEN MAGAZINES

- Ahoy
  P.O. Box 5174
  Armdale, N.S.
  B3L 4M7
- Best of Circus
- Daytime T.V.
- Electric Company
- Great Looks
- Hit Parader
- Hit Parade's (Guitar Gods)
- 16 Magazine
- National Geographic World
- Owl
- The Police (Cream-Close up)
- Rock Stars Photo Album
- Scope
- Super Teen Special
- Super Teen's Super Size Pinups
- Teen
- Teen Bag
- Teen Beat
- Tiger Beat (The Teen Magazine)
- Viz

Also:

- Canadian Children's Annual
  Potlash Publications
  95 John St. S.
  Hamilton, Ont.
  L8N 2C2
- Enter Magazine
  Children's Television Workshop
  1 Lincoln Plaza
  New York, N.Y. 10023

PUBLISHERS

- Academic Press Canada
- Barnell Loft, Ltd.
- CEC Inc.
- Copp Clark Pitman Ltd.
- Didacta Inc.
- Dominie Press Ltd.
- E.R.P.I.
- Guérin Editeur Ltée
- Houghton Mifflin Canada Ltd.
- McGRAW-HILL
- Monarch Books
- Mondia
- Scholastic Tab Publications
- etc.

3

DO IT

a series of COMMUNICATIVE ACTIVITIES

THIS SIDE
UP

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DO IT

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FOLLOWING INSTRUCTIONS 54

GAMES 67

Extracurricular Guide 104

INTEGRATING OBJECTIVES

DO IT !

2.1	Directives	Compréhension orale
2.3	Avertissements	Compréhension orale
6.1	Directives	Compréhension écrite
6.2	Avertissements	Compréhension écrite
13.1	Echanges de propos en vue d'effectuer un déplacement	Production orale

CROSS-REFERENCE

DO IT

	Unités fonctionnelles CECM
• Do it!	1.02
What is it?	1.03
Go South on Elm Road	1.06
Where's the Police Station?	1.07
• How do you play this game?	2.10
Before or after?	2.11
Is it right or wrong?	2.19
• MERRY CHRISTMAS EVERYBODY	CSR de Chauveau 1 D
• GOING PLACES	CS Abitibi
• MAPS DRAW WHAT YOU HEAR	Daily English Sec. I - II Commission Scolaire Manicouagan 1980-81

GUIDELINES FOR TEACHER PERFORMANCE

DO IT

INTRODUCTION

PURPOSE

- help students learn to give and follow directions and instructions;
- encourage active student participation in communicative encounters;
- encourage interest in the production of fun tasks;
- expand vocabulary;
- encourage awareness of progress through self-evaluation.

EXPECTATIONS

- ask for, follow and give DIRECTIONS;
- consult information handouts, carry out a rallye and complete a questionnaire;
- read and design PLANS and MAPS;
- draw a picture according to written instructions;
- read, follow and prepare INSTRUCTIONS;
- reproduce drawings by listening to oral instructions given by another person;
- decipher and invent coded messages and consequently be able to participate and enjoy fun tasks;
- play games as well as invent new ones.

PRELIMINARY

Students will be called upon to:

1. discuss concrete situations in which they must communicate with others in order to give or be given HELP in form of directions or instructions;
2. plan and manage the storing of disconnected activities in a scrapbook;
3. discuss a self-evaluation chart.

Handouts:

- Cover page
- Evaluation chart

Note to the teacher:

Unlike UNITS 1 and 2, DO IT is not intended to be used as a connected series of progressive activities.
It is intended, rather, to be a collection of independent, disconnected activities which may be inserted throughout the school calendar to provide variation and active student participation.

Preliminary BRAINSTORMING:

. Have you ever been, or do you think you ever will be in a situation where:

  - you are lost in an English environment and need to be able to ask for and understand directions in English?
  - you are in a French environment and may need to direct English tourists?
  - you need to communicate in English to find your way through an unfamiliar city, region or country?

- you deliberately set yourself in a situation where you can only use English?

How can such situations help you improve your English communicative skills?

. Have you ever been in a situation where you need to teach someone how to play games?
Could you do it in English?
Would it be useful for you to learn how?

. Have you ever been in a situation where you need to give instructions on how to do something?
What?
Could you do it in English?
Could it be useful for you to learn how?
In what circumstances?

. Have you ever played games in English?
What basic expertise is required:

- handling rules and basic conversation.

Task:

1. Since this UNIT is not intended to be done as a consecutive series of activities, plan how and where to store your work so that it may form a whole once the UNIT is completed.
2. An ongoing scrapbook may be used, or a binder, a duo-tang, etc.
3. Discuss the new evaluation chart.

Student outlook:

Students should be aware:

- how competent they can become at asking and giving directions and instructions.
- that this competence will expand their second language "know-how" to new levels of proficiency.

Self-Evaluation Chart

NAME: HOMEROOM:

	EASY	FAIR	DIFFICULT	1 2 3 INTEREST	EVALUATION
RALLYE					
I can read maps and consult handouts on tourist information.					
I can follow directions.					
I can fill out a questionnaire.					
GUIDING SOMEONE					
I can list DO'S and DON'TS.					
I can distinguish between SAFE and DANGEROUS actions or situations.					
I can direct someone to different places in my school.					
I can direct someone to my home.					
I can ask directions of someone.					
HOW TO EXPLAIN THINGS					
I can explain how to do something.					
I can unscramble mixed up instructions.					
I can give and explain directions for an easy job.					
FOLLOWING INSTRUCTIONS					
I can have a model reproduced by giving proper instructions.					
I can reproduce an unseen model by following instructions.					
I can draw a picture according to oral or written instructions.					
CODED MESSAGES					
I can decipher a code to discover a message.					
I can invent a secret code containing a fun message.					
GAMES					
I can read instructions to understand a game.					
I can establish rules for a new game.					
I can invent a game.					

Self-Evaluation Chart

NAME:

HOMEROOM:

	EASY	FAIR	DIFFICULT	1 2 3 INTERET	EVALUATION
RALLYE					
Je sais lire des cartes routières et consulter les différents renseignements touristiques.					
Je sais suivre des directives.					
Je sais compléter un questionnaire.					
GUIDING SOMEONE					
Je sais dresser une liste des choses à faire et à ne pas faire.					
Je sais distinguer ce qui est sécuritaire et ce qui est dangereux.					
Je sais indiquer à quelqu'un comment se rendre à différents endroits de l'école.					
Je sais indiquer à quelqu'un comment se rendre chez moi.					
Je sais demander des renseignements à quelqu'un.					
HOW TO EXPLAIN THINGS					
Je sais expliquer comment faire quelque chose.					
Je sais mettre en ordre des directives qui ne le sont pas.					
Je sais donner et expliquer des directives pour exécuter un travail facile à faire.					
FOLLOWING INSTRUCTIONS					
Je sais faire reproduire un modèle en donnant les directives appropriées.					
Je sais dessiner un modèle en suivant les directives.					
Je sais reproduire une image selon des directives écrites ou verbales.					
CODED MESSAGES					
Je sais déchiffrer un code afin de découvrir un message.					
Je sais inventer un code secret qui contient un message drôle.					
GAMES					
Je sais lire les directives afin de comprendre un jeu.					
Je sais créer des règlements pour un jeu nouveau.					
Je sais inventer un jeu.					

A RALLYE

Students will be called upon to:

1. read maps;
2. consult information handouts;
3. follow directions;
4. complete a questionnaire.

Handouts:

- 3 maps
- 2 pages of directions
- 1 questionnaire
- 3 pages of information

Preliminary BRAINSTORMING:

. What is a rallye?
How does it function?
Why is it interesting?
Has anyone ever participated in a rallye?
When? What kind?

. In what ways can a rallye help us learn English?
Which specific vocabulary items are likely to be used?

  - East, West, North, South;
  - left, right; up, down; behind, in front;
  - go, follow, continue, stop, walk, turn, look for, etc.

Task:

- To be carried out ON LOCATION in Old Montreal or IN THE CLASSROOM;
- in groups or in pairs.

1. Use your maps.
   Find the starting point.
   Follow the directions.
   Answer the questionnaire as you go along.
   Bring along a DICTIONARY if necessary.
   Don't forget a PENCIL too!

   Suggestions:

   1. Have the groups set out from school, find their way to the STARTING POINT by public transit and then receive their directions in sealed envelopes carried by the group leader. Time the students from start to return to school. Stagger the departures if possible. Distribute prizes.

   2. Each group may have:

      a group leader;
      a navigator with maps and directions;
      a secretary with the questionnaire and dictionary;
      a tourist guide with the information sheet.

In retrospect:

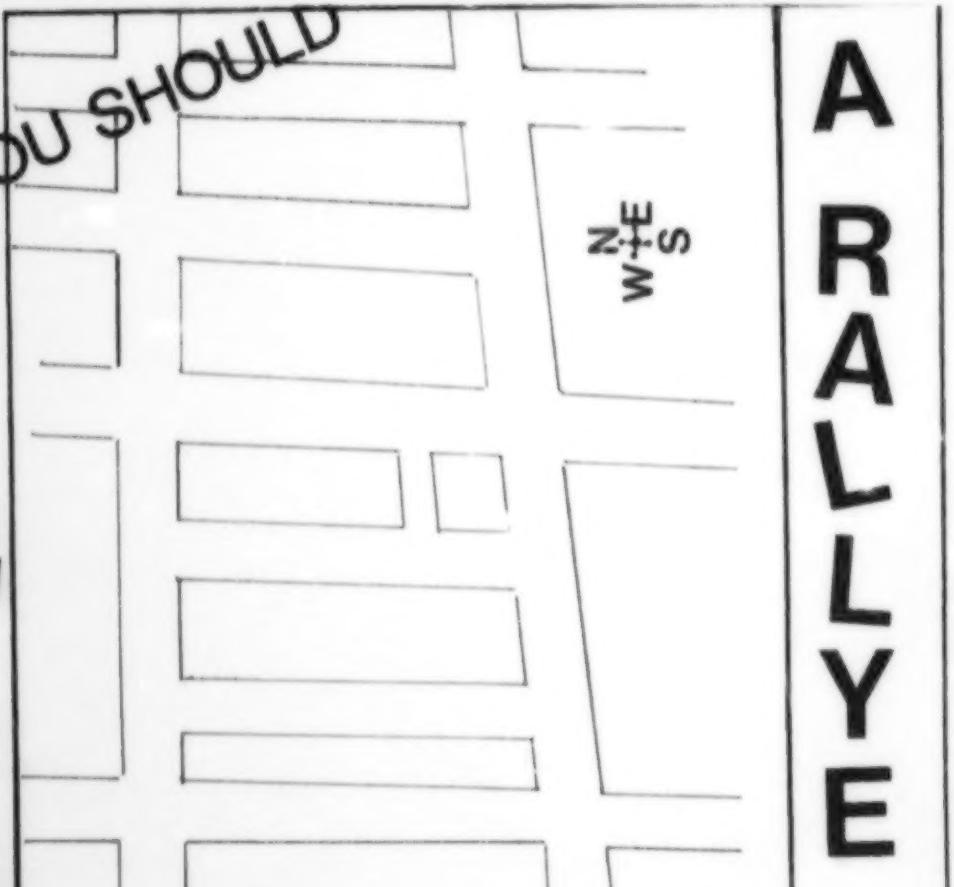
How was the rallye?
Were the directions clear? ... easy to follow?
How much time did it take?
Did anything special happen along the way?
Do you prefer working in a team or alone?
Would you like to participate in another rallye?
Prepare your own rallye in the vicinity of the school or neighbourhood.
Make a map.
Write up directives.

Fill in the SELF-EVALUATION chart. Discuss.

A RALLYE

A walking tour of Vieux Montréal

YOU SHOULD FOLLOW DIRECTIONS


X START
N
W E
S
X
rue Notre-Dame
rue St. Francois-Xavier

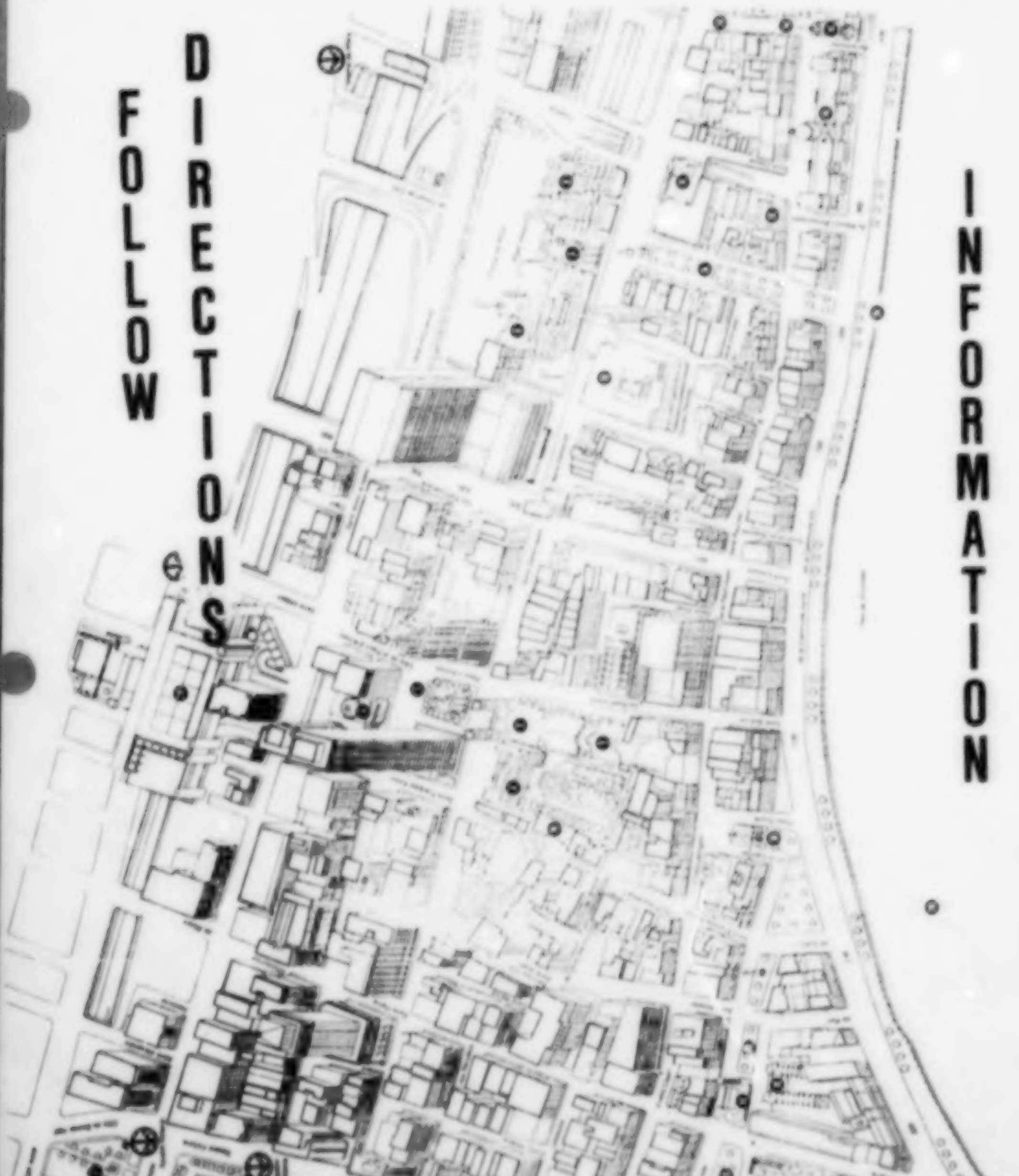
FOLLOW DIRECTIONS

INFORMATION

CHAMP DE MARS
PLACE VAUQUELIN
PLACE DE LA JUSTICE
Saint-Antoine
Notre-Dame

HOW DO YOU DO IT?

A RALLYE


FOLLOW
DIRECTIONS
INFORMATION

A WALKING "RALLYE"

IN VIEUX MONTREAL

A RALLYE

DIRECTIONS

READ THE DIRECTIONS SLOWLY AND CAREFULLY.

OBEY ALL DIRECTIONS. TRACE YOUR ROUTE ON THE MAP.

ANSWER ALL QUESTIONS ON THE ANSWER SHEET.

START

START ON THE CORNER OF NOTRE-DAME AND ST-FRANCOIS-XAVIER STREETS.

GO EAST UNTIL YOU GET TO PLACE D'ARMES.

ANSWER QUESTIONS 1 AND 2.

TURN AROUND, WITH YOUR BACK TO THE STATUE. DO YOU SEE A CHURCH?

YOU SHOULD! ANSWER QUESTIONS 3 AND 4.

NOW, WALK EAST ALONG NOTRE-DAME FOR ONE BLOCK.

YOU CROSS AN IMPORTANT NORTH-SOUTH STREET.

ANSWER QUESTION 5.

CONTINUE EAST ON NOTRE-DAME UNTIL YOU GET TO ST-CLAUDE STREET.

STOP BEFORE YOU REACH THE CORNER. LOOK TO YOUR RIGHT.

DO YOU SEE THE CHATEAU?

YOU SHOULD! ANSWER QUESTIONS 6 AND 7.

TURN RIGHT ON ST-CLAUDE STREET UNTIL YOU GET TO ST-PAUL STREET.

TURN RIGHT ON ST-PAUL.

ANSWER QUESTION 8.

FOLLOW DIRECTIONS

A RALLYE

WHEN YOU GET TO PLACE JACQUES-CARTIER TURN RIGHT AGAIN.
YOU SHOULD BE GOING NORTH.

AT LE ROYER STREET TURN LEFT, THEN TURN LEFT AGAIN GOING SOUTH ON THE WEST SIDE OF PLACE JACQUES-CARTIER.
TURN RIGHT ON ST-AMABLE STREET AND LEFT ON ST-VINCENT STREET.
CONTINUE WALKING SOUTH TO THE NEXT CORNER.

ANSWER QUESTION 9.

TURN RIGHT ON THAT STREET. YOU ARE GOING WEST. RIGHT!

WALK FASTER ALONG THIS STREET FOR SEVEN BLOCKS UNTIL YOU REACH ST-FRANCOIS-XAVIER.
TURN RIGHT ON ST-FRANCOIS-XAVIER, GOING NORTH.
AS YOU WALK, LOOK FOR THE CENTAUR THEATRE ON YOUR RIGHT.

ANSWER QUESTION 10.

CONTINUE NORTH ON ST-FRANCOIS-XAVIER UNTIL YOU REACH NOTRE-DAME AND RETURN TO THE STARTING POINT.

YOU'RE BACK! CONGRATULATIONS!

HAND IN YOUR MAP AND ANSWER SHEET.

THANK YOU!

FINISH

FOLLOW DIRECTIONS

A WALKING "RALLYE"

IN VIEUX MONTREAL

A RALLYE QUESTIONS

START

QUESTIONS

1. IN PLACE D'ARMES YOU SEE THE STATUE OF THE FOUNDER OF MONTREAL. WHAT'S HIS NAME?

2. WHAT WAS THE NAME OF MONTREAL IN 1642?

3. AT WHAT TIME IS NOTRE-DAME OPEN TO VISITORS?

4. IN WHAT YEAR WAS NOTRE-DAME CHURCH BUILT?

5. WHAT IS THE NAME OF THE STREET THAT YOU CROSSED?

6. WHAT IS THE NAME OF THE CHATEAU?

7. WHY DOES IT HAVE THAT NAME?

8. IN WHAT DIRECTION ARE YOU GOING NOW?

9. WHAT STREET ARE YOU ARRIVING AT NOW?

10. WHAT IS THE ADDRESS OF THE CENTAUR THEATRE?

FINISH

Legend

⫽ Ancien mur des fortifications démoli, à partir de 1809
Métro
47) [illegible] dans le répertoire d'architecture

Ⓐ Place d'Armes
Ⓑ Basilique Notre-Dame
Ⓒ Séminaire de Saint-Sulpice
Ⓓ Rue Saint-Sulpice
Ⓔ Place Royale
Ⓕ Pointe-à-Callière
Ⓖ Rue de la Commune
Ⓗ Anciens quais
Ⓘ Rue Normand
Ⓙ Hôpital général des Soeurs Grises
Ⓚ Place d'Youville
Ⓛ Écuries d'Youville
Ⓜ Place Vauquelin
Ⓝ Château Ramezay
Ⓞ Rue Bonsecours
Ⓟ Chapelle de Notre-Dame-de-Bonsecours
Ⓠ Rue Saint-Paul
Ⓡ Place Jacques-Cartier
Ⓢ Rue Saint-Vincent
Ⓣ Palais de Justice
Ⓤ Rue Saint-Jacques
Ⓥ Rue Saint-François-Xavier
Ⓦ Ancien quartier des Récollets

VIEUX MONTRÉAL

INFORMATION

1. PLACE D'ARMES
At the centre, monument to Maisonneuve, founder of Ville-Marie in 1642.

2. NOTRE-DAME BASILICA (1829)
A museum in itself: architecture, sculptures, paintings, stained-glass windows.
Numerous concerts.
Open from 6:45 a.m. to 6 p.m.

3. SACRE-COEUR CHAPEL and museum of sacred art, located in the apse.
Museum open Saturday from 9:30 a.m. to 4 p.m. and Sunday 11 a.m. to 4:30 p.m.
Telephone: 842-2925

4. SULPICIAN SEMINARY (1685)
The oldest building in Montreal. Courtyard; the oldest public clock in North America. Beautiful back garden. Not open to visitors.

5. THE BANK OF MONTREAL (1847)
Head Office for Canada's first banking institution, founded in 1817. Remarkable halls and a small museum.

6. PLACE JACQUES CARTIER (1804)
Montreal's second public market, crowned by the Nelson Monument. Remarkable architectural ensemble bordering the square. Several restaurants and, in season, cafés-terrasses and a flower market. View of Vieux Port.

7. PLACE VAUQUELIN
Fountain and Vauquelin monument to the naval defender of Louisbourg and Quebec.

8. CITY HALL (1872-1926)
Handsome Hall of Honour, exhibitions, special events.
Entrance from the square. Open 8:30 a.m. to 4 p.m.
Information: 872-1111

FROM: TOURIST INFO MONTREAL

Legend

Ancien tracé des fortifications démolies à partir de 1804
Métro
Bâtiments numérotés dans le répertoire d'architecture

Ⓐ Place d'Armes
Ⓑ Basilique Notre-Dame
Ⓒ Séminaire de Saint-Sulpice
Ⓓ Rue Saint-Sulpice
Ⓔ Place Royale
Ⓕ Pointe-à-Callière
Ⓖ Rue de la Commune
Ⓗ Ancienne douane
Ⓘ Rue Normand
Ⓙ Hôpital général des Sœurs Grises
Ⓚ Place d'Youville
Ⓛ Écuries d'Youville
Ⓜ Place Vauquelin
Ⓝ Château Ramezay
Ⓞ Rue Bonsecours
Ⓟ Chapelle de Notre-Dame-de-Bonsecours
Ⓠ Rue Saint-Paul
Ⓡ Place Jacques Cartier
Ⓢ Rue Saint-Vincent
Ⓣ Palais de Justice
Ⓤ Rue Saint-Jacques
Ⓥ Rue Saint-François-Xavier
Ⓦ Ancien quartier des Récollets

VIEUX MONTREAL

INFORMATION

9. OLD COURTHOUSE (1849)
Remarkable central hall on first floor.
Entrance at 155 Notre-Dame Street East.
Open 8:30 a.m. to 4:30 p.m.

10. ERNEST CORMIER BUILDING (1926)
100 Notre-Dame Street East. Former courthouse now serving as conservatories of Dramatic Art and Music.
Exhibitions, concerts and plays in season.
Telephone: 873-4283

11. CHATEAU RAMEZAY (1705)
280 Notre-Dame Street East. Home of the 11th French governor of Montreal. Housed American occupying forces in 1775.
Museum recording 18th century life.
Open 10 a.m. to 4:30 p.m., Tuesday to Sunday.
Telephone: 861-7182

12. SIR GEORGES-ETIENNE CARTIER RESIDENCE
456-462 Notre-Dame Street East. History interpretation centre and restored home recalling the life and work of Sir Georges-Etienne Cartier, Father of Confederation.
Opening: Spring, 1985.
Information: Parks Canada, 283-6054

13. PAPINEAU HOUSE (1785)
440 Bonsecours Street. Residence of Louis-Joseph Papineau, leader of the Patriotes (1837-38).

14. DU CLAVET HOUSE (1770)
401 Bonsecours Street. Beautiful example of French-style middle-class home.

15. NOTRE-DAME-DE-BONSECOURS (sailors' church)
400 Saint-Paul Street East. The present building (1722), much renovated (1888), replaces that of Sainte Marguerite Bourgeois (1657). Over the apse, observation tower dominating the river and surrounding area. Behind the apse, a small religious museum.
Telephone: 845-9991

FROM: TOURIST INFO. MONTREAL

Legend

Ancien tracé des fortifications démolies à partir de 1804
Métro
87 | Bâtiments inventoriés dans le répertoire d'architecture

Ⓐ Place d'Armes
Ⓑ Basilique Notre-Dame
Ⓒ Séminaire de Saint-Sulpice
Ⓓ Rue Saint-Sulpice
Ⓔ Place Royale
Ⓕ Pointe-à-Callière
Ⓖ Rue de la Commune
Ⓗ Anciens quais
Ⓘ Rue Normand
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Ⓚ Place d'Youville
Ⓛ Écuries d'Youville
Ⓜ Place Vauquelin
Ⓝ Château Ramezay
Ⓞ Rue Bonsecours
Ⓟ Chapelle de Notre-Dame de Bonsecours
Ⓠ Rue Saint-Paul
Ⓡ Place Jacques-Cartier
Ⓢ Rue Saint-Vincent
Ⓣ Palais de Justice
Ⓤ Rue Saint-Jacques
Ⓥ Rue Saint-François-Xavier
Ⓦ Ancien quartier des Récollets

VIEUX MONTRÉAL

INFORMATION

16. FORMER BONSECOURS MARKET (1845)
Seat of Canadian Parliament in 1849. Not open to visitors.

17. FORMER RASCO HOTEL (1834)
281 Saint-Paul Street East. Charles Dickens stayed here.

18. PLACE ROYALE (1848)
A few feet from the site of Ville-Marie's founding (1642), it is also noted for the former customs house (1837) built over the first public market (1706).

19. CENTAUR THEATRE
453 Saint-François-Xavier Street. Former stock exchange. Now an English theatre. Exhibitions, plays.
Telephone: 288-3161

20. PLACE D'YOUVILLE
Site of the former Sainte-Anne Market, Saint-Pierre River paved over in 19th century. Different epochs are represented: new customs house (20th century), warehouses (19th) and hospital (18th and 17th).

21. MONTREAL HISTORY INTERPRETATION CENTRE
335 Saint-Pierre Street, in the former main firehall (1903). Audiovisuals presenting major developments in Montreal's history. French and English Exhibitions, School group tours by reservation. Open 10 a.m. to 4:30 p.m., Tuesday to Sunday. Closed holidays.
Telephone: 845-4236

22. YOUVILLE STABLES (1825)
Old restored warehouses: beautiful gardens, restaurant, terrace.

23. FORMER FRERES CHARRON GENERAL HOSPITAL (1693)
138 Saint-Pierre Street. Ville-Marie's second hospital where Mother Marie Marguerite d'Youville, founder of the Grey Nuns, died. Tours by reservation only.
Telephone: 842-9411, Reception.

FROM: TOURIST INFO MONTREAL

Legend

Anciens murs des fortifications démolis à partir de 1804
Métro
Bâtiments décrits dans le répertoire d'architecture

Ⓐ Place d'Armes
Ⓑ Basilique Notre-Dame
Ⓒ Séminaire de Saint-Sulpice
Ⓓ Rue Saint-Sulpice
Ⓔ Place Royale
Ⓕ Pointe à Callières
Ⓖ Rue de la Commune
Ⓗ Anciens quais
Ⓘ Rue Normand
Ⓙ Hôpital général des Soeurs Grises
Ⓚ Place d'Youville
Ⓛ Écuries d'Youville
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Ⓞ Rue Bonsecours
Ⓟ Chapelle de Notre-Dame-de-Bonsecours
Ⓠ Rue Saint Paul
Ⓡ Place Jacques Cartier
Ⓢ Rue Saint Vincent
Ⓣ Palais de Justice
Ⓤ Rue Saint Jacques
Ⓥ Rue Saint François Xavier
Ⓦ Ancien quartier des Récollets

VIEUX MONTRÉAL

INFORMATION

24. VIEUX PORT
Main entrance de la Commune Street at the foot of Place Jacques Cartier. Summer animation and activities, river cruises, Clock Tower observation deck. Expeditions on Lachine Rapids.
Telephone: 283-5256

25. IBERVILLE SHIP BASIN
Entrance at the corner of de la Commune and McGill streets.
Entry port for ocean liners.
Telephone: 283-7024

26. LACHINE CANAL (1825)
Bicycle path, guided tours.
Every weekend, from mid-May to mid-June. Daily from mid-June to early September. Departures, 2 p.m. at the corner of de la Commune and McGill streets.

27. VICTORIA SQUARE (Square Victoria)
Monument to British Queen.

28. STOCK EXCHANGE TOWER (1964)
Guided tours daily, with reservations only.
Observation deck around stock exchange floor.
Telephone: 871-2424. Guided tours.

29. PALAIS DES CONGRES
(Convention Centre).

FROM: TOURIST INFO MONTREAL

SIGHTSEEING THROUGH MONTREAL

Students will be called upon to:

1. follow a map and instructions;
2. answer questions.

Handouts:

- Text
- Map

Preparation:

. Have you ever seen a bus full of tourists visiting Montreal?
What are they doing? SIGHTSEEING
Where are they most likely to visit?
Have you done any sightseeing in other cities or countries? Where? How?

. Besides the bus, what other means might SIGHTSEERS take to visit Montreal? Calèche, car or on foot...?
What two words are contained in the word "SIGHTSEEING"? What do they mean?

. For this SIGHTSEEING TOUR we need neither bus, nor car, nor our feet. We do need a PENCIL and an attentive pair of EARS...

. Elicit vocabulary likely to be needed.

Task:

1. This game may be played ORALLY or given as a *reading task*.
2. Follow instructions at the bottom of the first page.

Extended activity:

Have groups of students prepare similar tours. Include map and directions.

SIGHTSEEING

This is a map of downtown Montreal. The numbers show important or interesting buildings or places. You are at Place des Arts metro - at the corner of de Maisonneuve and Bleury. When you ask a cab driver for directions, he tells you this:

"Walk South on Bleury for one block. Now walk West for one block. Then walk South one block. Now walk East for a half a block to see some important buildings. Now turn around and go back to the corner where you were. Walk South for one block, then West for one block. Now walk North for two blocks. Walk West and walk two blocks. No, just one block. Now walk South two blocks. Now walk East, no, West and walk two blocks. Then walk North for three blocks. If you haven't gotten lost you can take the Guy metro home".

DOWNTOWN

Follow the directions carefully.

What buildings or places did you see?

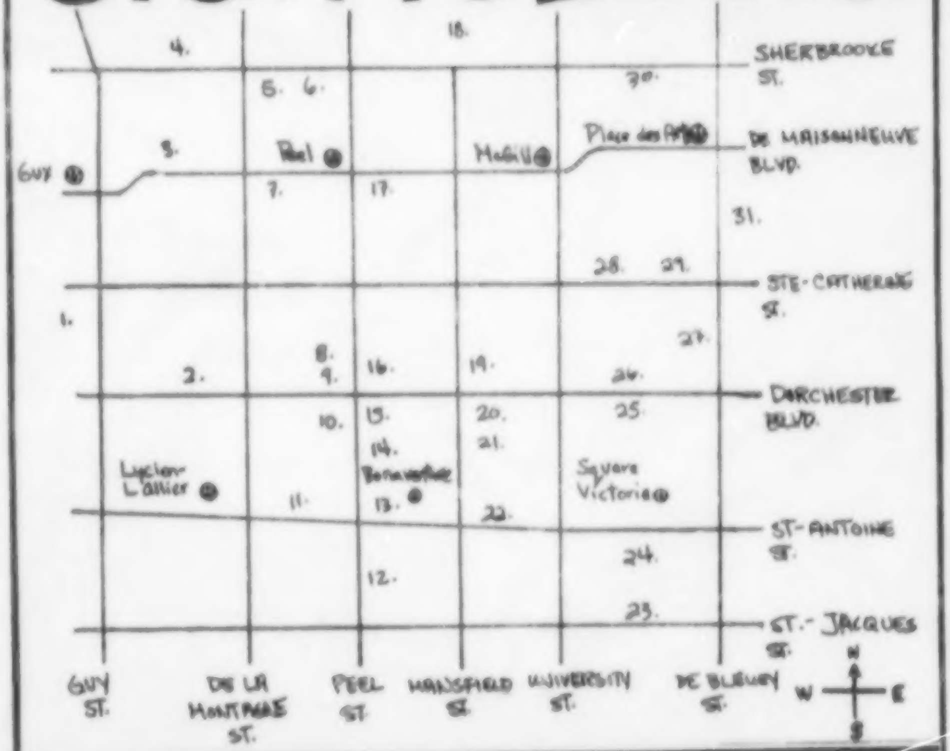
Which ones were on the map that you didn't see?

What streets did you walk on?

At which corner did you end your sightseeing visit of Montreal?

MONTREAL

SIGHTSEEING


4.
18.
SHERBROOKE ST.
5. 6.
30.
3.
Peel
McGill
Place des Arts
DE MAISONNEUVE BLVD.
GUY
7.
17.
31.
28. 29.
STE-CATHERINE ST.
1.
27.
8.
9.
16.
19.
2.
26.
DORCHESTER BLVD.
10.
15.
20.
25.
14.
21.
Lucien L'allier
Bonaventure
Square Victoria
11.
13.
22.
ST-ANTOINE ST.
24.
12.
23.
ST.-JACQUES ST.
GUY ST.
DE LA MONTAGNE ST.
PEEL ST.
MANSFIELD ST.
UNIVERSITY ST.
DE BLEURY ST.
N
W
E
S

DOWNTOWN

(1) Grey Nun's Hospital
(2) Y.W.C.A.
(3) Sir George Williams University
(4) Montreal Museum of Fine Art
(5) Ritz Carlton Hotel
(6) Berkeley Hotel
(7) Y.M.C.A.
(8) Windsor Hotel
(9) Canadian Imperial Bank of Commerce
(10) St-George's Church
(11) Windsor Station
(12) Main Post Office
(13) Château Champlain
(14) Mary Queen of the World Cathedral
(15) Place du Canada
(16) Dominion Square
(17) Place Mt-Royal
(18) McGill University
(19) Place Ville Marie
(20) Queen Elizabeth Hotel
(21) Central Station
(22) Place Bonaventure
(23) Montreal Stock Exchange
(24) Square Victoria
(25) Montreal Board of Trade
(26) Place du Frère André
(27) Université du Québec
(28) Christ Church Cathedral
(29) St-James Church
(30) Holiday Inn
(31) Place des Arts

THE LONG WAY HOME

Students will be called upon to:

1. read a text;
2. follow directions;
3. answer questions.

Handouts:

- Text
- Map

Preparation:

. Are we familiar with downtown Montreal streets? If we were to draw a rough layout of the streets between Sherbrooke/St-Jacques and Peel/University, what streets would we mention and where would we situate them?
Which major buildings could we include?
Compare your draft with the map handout.
How successful were we? Poor, fair, good, excellent?

Task:

Read the text. Answer the questions.

Variation:

Pair the students. One student reads; the other traces the route on the map. Students switch roles to double check route and then they answer questions.

Follow-up questions to ensure comprehension:

What did Fred buy? A stamp, a record, shoe laces.
What did he have with him when he set out? Books.

Evaluation suggestion:

Teacher may use the same map, write up a new text and questions; use for evaluation purposes.

THE LONG WAY HOME

On Saturday, Fred had a lot of errands to run downtown. He had to buy stamps at the Post Office, He wanted to buy a record on sale at Place Bonaventure. He had to return some books to McGill University Library for his sister. He wanted to buy some shoe laces at Place Ville Marie and he had to go to the Y.M.C.A. to do some exercices.

First Fred went to Place Ville Marie. Then he went to the Post Office. Next he went to the Y.M.C.A., then to Place Bonaventure. He hurried to McGill and then home again but he was late for supper.

How many blocks did Fred walk? ______________________

Help Fred plan a shorter route for next time:

Where would he go first? ______________________

Where would he go second? ______________________

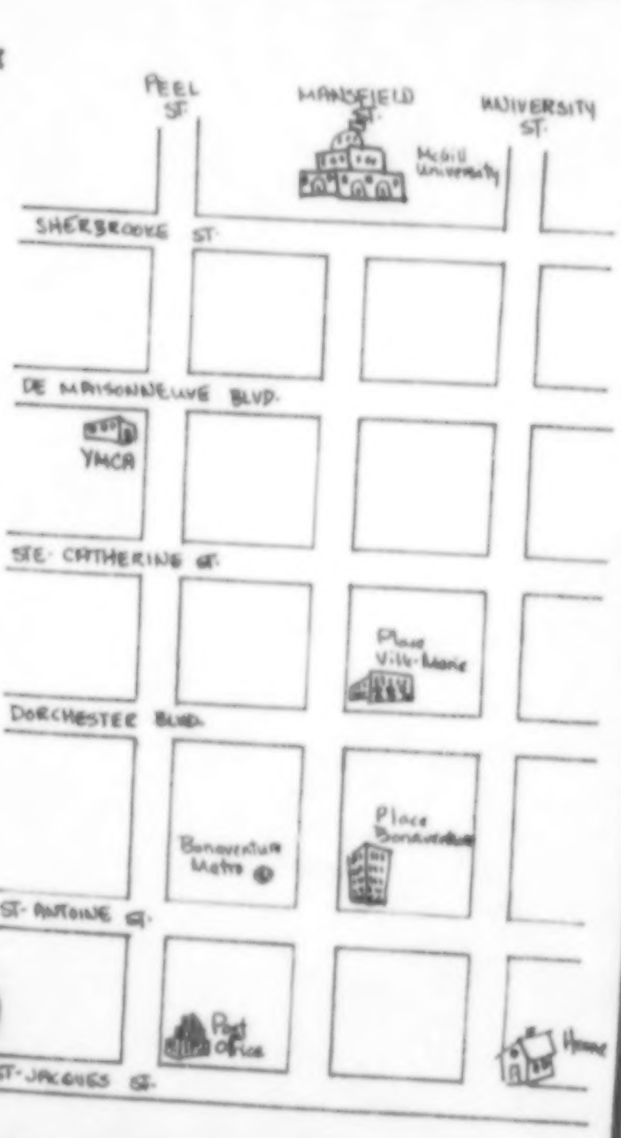
Where would he go third? ______________________

Where would he go fourth? ______________________

Where would he go fifth? ______________________

How many blocks would he walk? ______________________

THE LONG WAY HOME


N
W
E
S
PEEL ST.
MANSFIELD ST.
UNIVERSITY ST.
McGill University
SHERBROOKE ST.
DE MAISONNEUVE BLVD.
YMCA
STE. CATHERINE ST.
Place Ville-Marie
DORCHESTER BLVD.
Place Bonaventure
Bonaventure Metro
ST. ANTOINE ST.
Post Office
Home
ST. JACQUES ST.

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____________________

What I didn't like: ____________________

What I'll do differently next time: ____________________

How long did it take to cover this section? ____________________

Did I use extra material? ____________________

Other comments: ____________________

GUIDING SOMEONE

Students will be called upon to:

1. discern between acceptable and non-acceptable behavior in various familiar situations;
2. discern between safe and dangerous actions and situations in their immediate environment;
3. ask for and give directions to others.

INFORMATION PLEASE

Handout

- Information Please
- Places in the school (blank page)

Preliminary BRAINSTORMING:

- A new student has just arrived.
  This student doesn't yet understand any French.
  You will need to guide him/her around the school using English.
  Let's brainstorm to come up with the names of all the different places in this school.
  (A listing is offered for teachers.)

Task:

1. Step ONE:

   Draw a plan of the school.
   Label it in full.

2. Step TWO:

   Invent an imaginary situation in which you and perhaps a friend, meet a newcomer somewhere in the school.
   Compose the dialogue that takes place.

   Guidelines to help you:

1. *Establish the setting.*
2. *Where does the newcomer want to go?*
3. *What directions will you have to give?*
4. *Is your dialogue courteous? helpful? amusing?*

If necessary, seek help to express your ideas in English.

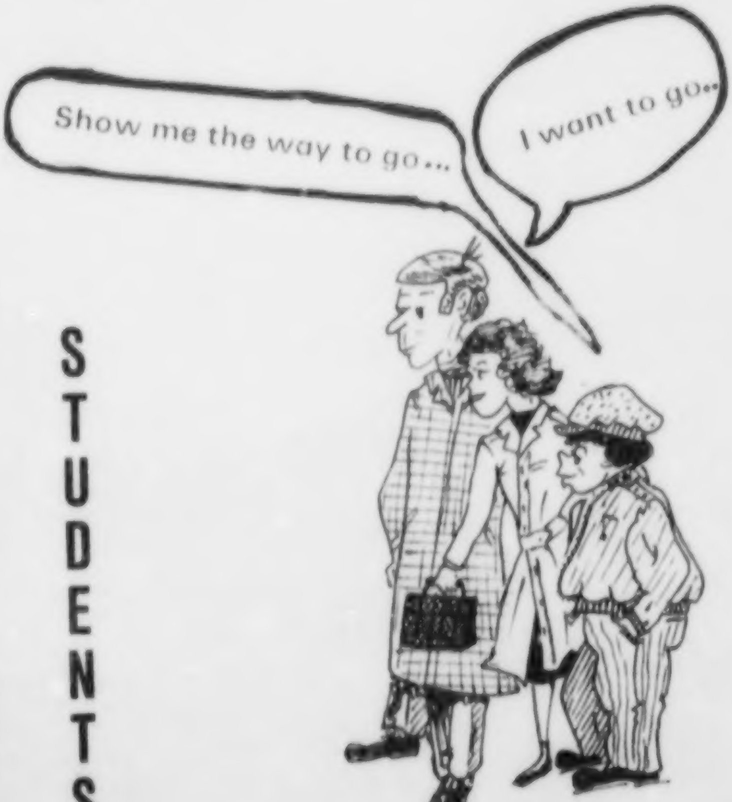
__Suggestions:__

1. *Work in pairs or in a group.*
2. *If you are a beginner in English, have your newcomer use correct English while you use as much English as you know.*
   This will help make your dialogue more realistic.
3. *Practice role playing your dialogue.*
   Present it to the class.
4. *Tape your presentation (audio or video).*

__In retrospect:__

Fill in the SELF-EVALUATION chart. Discuss.

INFORMATION PLEASE


Show me the way to go...
I want to go...

WE ARE NEW STUDENTS

DRAW A PLAN FOR ME

PLACES IN THE SCHOOL

Auditorium
Basement
Boys toilet
Cafeteria
Classroom
First floor
Front entrance
Girls toilet
Gymnasium
Laboratory
Library
Lockers
Public telephone
Second floor
Side entrance
Third floor

Art room
Biology
Book room
Computer room
Ecology
English
French
Geography
History
Home economics
Math
Music room
Religion
Spanish
Shops
Typing room

Counseling offices
Nurse's office
Principal
Receptionist
Secretary
Student life office or room
Teachers' office
Vice-principal

MAKE A PLAN FOR ME

PLACES IN THE SCHOOL

MAKE A PLAN FOR ME

FIND A WAY TO MY HOME FROM...

Preparation:

Henry, your pen pal from Scotland whom you have never met, has just arrived at the Queen Elizabeth Hotel with his parents.
They will be in Montreal for three days before flying to Toronto.
Your parents have suggested that you invite him to your home on Saturday while his parents are busy shopping.

1. What reaction might Henry have to crossing the city alone?
   What reaction might his parents have?

2. What information does Henry need to know on how to get to your home? when, where, how,....

Task:

1. You must give a ficticious character instructions to get to your home.
   Compose the dialogue between you and that person.
   Create the situation and the setting.
   Your dialogue may take place over the phone or be person to person.
   Write a letter if you prefer.

2. Guidelines:

   Where is that person?
   How does he/she get to your home?
   Add an angle of interest, such as an urgent need, a complicated route, a life-like description of the character, a bit of humour, etc.
   Draw a map showing directions.

3. Fill in the SELF-EVALUATION chart. Discuss.

FIND A WAY TO MY HOME FROM...

DRAW A MAP

DO'S and DON'TS

Students will be called upon to:

1. examine various familiar situations in their immediate environment;

2. distinguish between acceptable and reproachable conduct in these situations.

Preliminary BRAINSTORMING:

. Rules of conduct differ from one place or situation to another. What is acceptable in one place, may not be acceptable in another.

Can we name places in our everyday lives where the rules of conduct differ?

- home versus school versus street;
- home: kitchen versus bedroom, livingroom, garage, yard,...
- school: classroom versus library, cafeteria, gym, principal's office, hallways,...
- street: pedestrian versus cyclist, motorcyclist, motorist;
  autoroutes versus country roads, city streets, laneways,...
- public places: church versus cinema, public library, shopping centre, corner grocery store, restaurant, medical clinic, hospital,...
- sport centres: playground versus arena, swimming pool, pool room, video arcade,...
- etc.

. Elicit what conduct is expected and what conduct is not tolerated in a situation chosen from list elicited above.
List under do's and don'ts, as a model for task which follows.

DO'S AND DON'TS

WHAT YOU CAN DO

WHAT YOU CAN'T DO

SAFETY DANGER

Students will be called upon to:

1. examine various familiar environments;
2. distinguish between safe and dangerous actions.

Preliminary BRAINSTORMING:

- Different locations and situations demand different measures of precaution to ensure safety and to avoid danger.
  As an example, traffic lights usually eliminate traffic congestion. However, driving through a red light is a dangerous risk.
- Name places or situations where danger is imminent or hovering in the background.

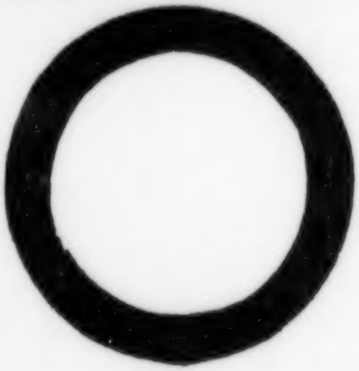
Task:

1. Choose a topic of interest to you.
   List safety precautions or features and risks of danger.
   If necessary, seek help to express your ideas in English.
2. Make posters that illustrate safe versus dangerous situations.
   Post them in the classroom.

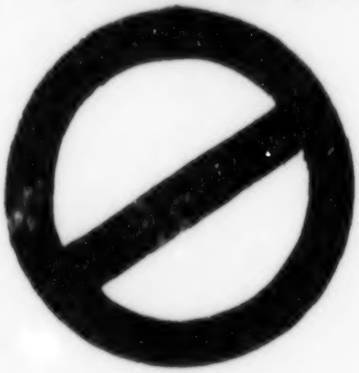
In retrospect:

Fill in the SELF-EVALUATION chart. Discuss.

SAFETY



DANGER



MAKE A LIST OF

GUIDING AN EXTRATERRESTRIAL

Preliminary BRAINSTORMING:

. Guess who has just landed in your neighbourhood! Yes, it's an extraterrestrial! What fun!

. What we know about this extraterrestrial:

- earth languages aren't spoken on his planet;
- he has mastered English because he has spent the last six months secretly visiting a few American youngsters;
- he has never been out in public;
- he is here on an emergency stop-over before heading back home;
- he needs YOU to help him get around.

. What might his present emergency needs be?

What does he expect from you?

How can you handle the situation?

Task:

1. Step ONE:

Work in pairs or in a group. Create an interesting setting. Invent the scenario. Maybe the extraterrestrial will postpone his emergency needs long enough to spend a day with you. Take him to a baseball game, through the metro, to school for a day, to your home or wherever else your imagination fancies!

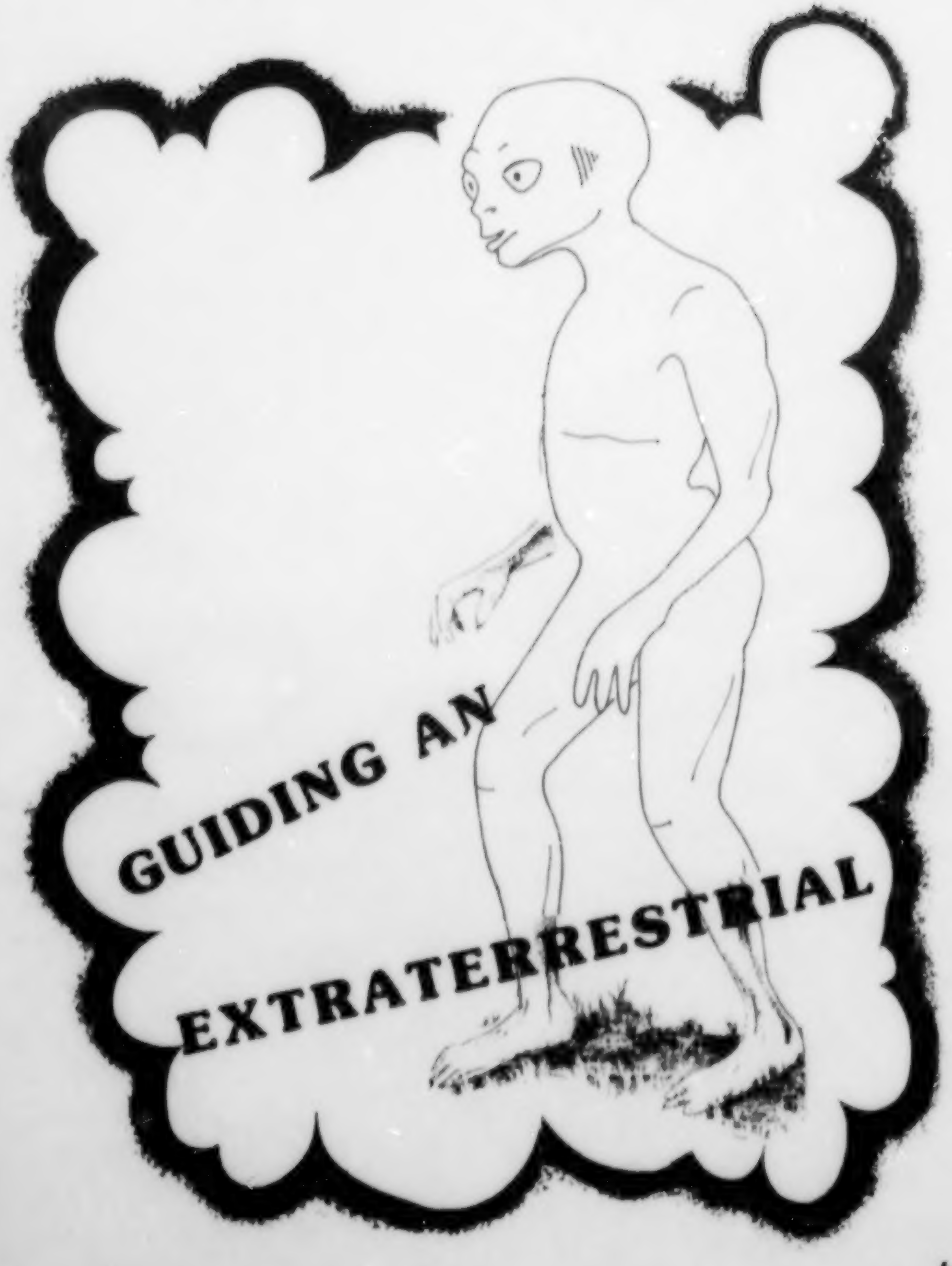
Reminder: he knows nothing about traffic lights or safety rules. You must teach him the do's and don'ts pertinent to your situation...

If needed, get help to express your ideas in English.

2. Step TWO:

Role play your script before an audience.

GUIDING AN EXTRATERRESTRIAL



ASK FOR INFO

Preliminary BRAINSTORMING

You are sent off by your teachers, parents or country on a SPECIAL MISSION into outer space.

List the special missions for which you could be sent.

Choose a mission that interests YOU.

Task:

Luckily, while you are off on your extraterrestrial journey, you meet up with an extraterrestrial being.
You need guidance.
Something may have gone wrong or you may be searching for something in particular, or...(?)

Invent the scenario.
Where are you?
What questions will you ask?
What answers will be given to you?
Are there do's and don'ts you should be made aware of on this planet?

If needed, seek help to express your ideas in English.
Role play your script before an audience or tape it as a radio drama.

In retrospect:

Fill in the SELF-EVALUATION chart.
How well have we expressed our imagination in written English?

ASK FOR INFO

Subsection: ______________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ______________________________

What I didn't like: ______________________________

What I'll do differently next time: ______________________________

How long did it take to cover this section? ______________________________

Did I use extra material? ______________________________

Other comments: ______________________________

EXPLAINING HOW TO DO THINGS

Students will be called upon to:

1. *unscramble mixed up instructions;*
2. *give and follow directions and instructions;*
3. *explain easy jobs.*

Handouts:

- *Page 46*

Preliminary BRAINSTORMING:

1. *Have you ever pieced together a model car, airplane, ship,....?*
   Have you ever baked a new kind of cake or cookies?
   How did you know what to do? You followed instructions.

   . *How many different situations can you name where following instructions is vital in accomplishing something?*

   . *Have you ever tried following English instructions?*
   Where are instructions often found?
   - *on can labels, boxes, car manuals, do-it-yourself kits, etc.*

2. *Make a list of vocabulary items you are likely to find in instruction pamphlets.*
   Page 46 may give you some clues.

MIXED UP INSTRUCTIONS

(page 49)

Preparation:

Look over the following instructions:

To give food to your plants

- *let stand for a few minutes*
- *dissolve in water*
- *measure 1 ml. per litre of water*
- *pour over plants*

Can you spot anything peculiar about these instructions? They are not in order.
What is the correct order?

Other examples are:

To prepare instant coffee

- stir gently
- put the coffee in the cups
- boil water
- pour the boiling water in the cups
- measure 1 teaspoon per cup

To use a skin cream

- press top
- put a small amount in your hand
- shake well
- rub gently on the skin
- store at room temperature

Task:

1. Rewrite the mixed-up instructions in correct order.

2. Find easy English instructions on labels, in manuals, etc.
   Write them out in mixed order.
   See if your classmates can unscramble them.
   (There should not be more than 6 or 7 directions mentionned.)

Suggestions:

Teacher may make sets of mixed-up instructions.
Cut out and store in envelopes.

Extended activity:

Make a collection of cans and boxes with instructions on the labels.
Make a collection of easy food recipies.

In retrospect:

Fill in the SELF-EVALUATION chart. Discuss.

HOW TO DO THINGS

INSTALLATION, CARE AND USE MANUAL

HOW THIS GUIDE WILL HELP YOU

OKAY, LET'S START THE ...

INSTALLATION ONE STEP AT A TIME

1 START BY CLEANING ...

2 ELECTRICAL SUPPLY

3 CHECK THE PARTS AGAINST THE DRAWINGS BELOW AND MAKE SURE EVERYTHING IS THERE.

4 HERE IS WHAT YOU DO IF YOU ARE REPLACING AN OLD ...

LET'S KEEP GOING . . .

IT'S GETTING EASIER, WE HOPE.

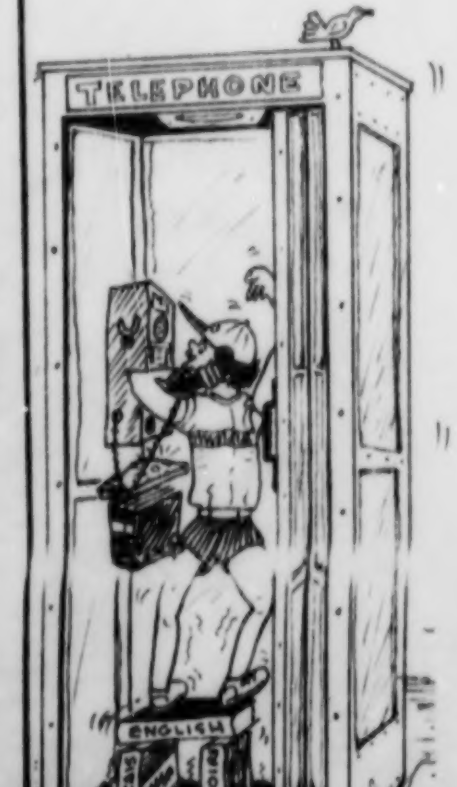
9 NEXT, LET'S ATTACH THE ...

10 WE'RE READY TO MAKE THE ...

MIXED-UP

INSRUTCTONIS

- TO MAKE A PHONE CALL FROM A PUBLIC PHONE
- LISTEN FOR A DIALTONE.
- PICK UP THE RECEIVER.
- DIAL THE NUMBER.
- IF BUSY, HANG UP.
- DEPOSIT COINS.


TELEPHONE
ENGLISH
FRANCAIS
HISTOIRE

YOU'RE THE EXPERT

(page 51)

Preparation:

What do we call people who are well versed in a particular field? EXPERTS

We all do some things better than others.
Sometimes we know more about a particular topic than people around us.
We can say we are more expert than others in that particular field.
What do we consider to be particular areas of expertise?
Discuss.

Task:

Think of something that you know how to do well.
Explain how to do it by making a list of instructions.
Share your expertise with your classmates.

Extension:

Consult an expert!
What instructions can that person provide you with?

EASY JOBS

(page 52)

Preparation:

Draw up a list of easy tasks.

- covering a book, caring for plants, applying make-up, knotting a tie, changing a light bulb, repairing a tire,...etc .

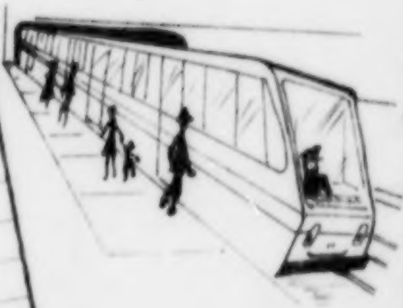
Task:

Choose an easy job as a topic.
Write out a set of instructions.
Seek help to express your ideas in English, if you feel the need.

In retrospect:

Fill in the SELF-EVALUATION chart. Discuss.

YOU'RE THE EXPERT



EXPLAIN HOW TO DO IT

EASY JOBS

DIRECTIONS

EXPLAIN THEM

ONE STEP AT A TIME

1 ____________________ ☐
2 ____________________ ☐
3 ____________________ ☐
4 ____________________ ☐
5 ____________________ ☐
6 ____________________ ☐
7 ____________________ ☐
8 ____________________ ☐
9 ____________________ ☐
10 ____________________ ☐

HOW DO YOU DO IT?

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____

____

____

____

What I didn't like: ____

____

____

____

What I'll do differently next time: ______________________________

____

____

____

How long did it take to cover this section? ______________________

____

____

Did I use extra material? ______________________________

____

____

Other comments: ____

____

____

FOLLOWING INSTRUCTIONS

Students will be called upon to:

1. give and follow directions;
2. draw pictures according to oral or written instructions.

COMMUNICATE ONE

Preparation:

What names can we give to the forms on page 55?
They include:

- star,
- triangle,
- parallelogram,
- cross,
- diamond,
- curved figure,
- arrows,
- circles,
- rectangles.

Task:

1. Cut out the forms.
2. STUDENT A is to rearrange the forms into a set pattern before instructing STUDENT B to duplicate the pattern by listening to oral instructions only.
   Directions appear on the activity page.

Variation:

Pairs may work with 6 figures rather than 12.
Students may alternate roles, STUDENT A instructs for one form; STUDENT B instructs for the next, etc.

Extended activity:

1. Use building blocks, cookie cutters, beads, doubles of pictures taken from identical magazines, etc. STUDENT A assembles; STUDENT B reproduces.
2. Use several giant-sized forms so that everyone may see.

COMMUNICATE TWO and THREE

- same procedure as above.
- work in pairs, groups or teams.
- teams may write up tricky instructions to challenge other teams.

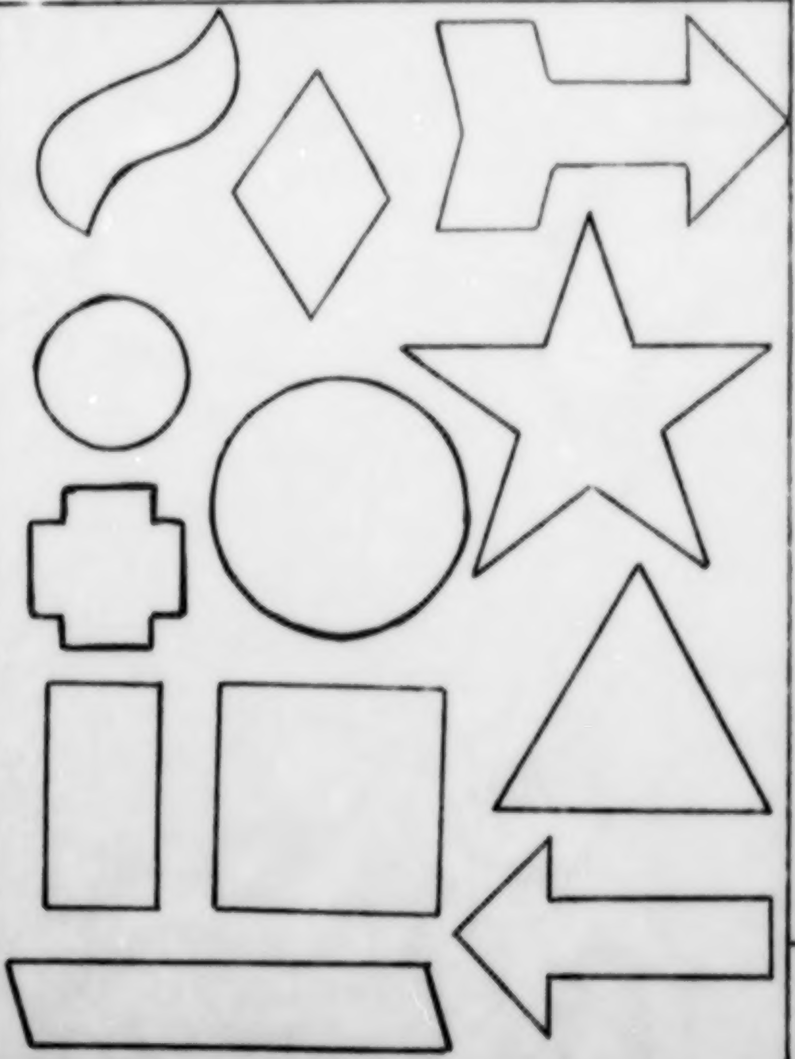
In retrospect:

Fill in the SELF-EVALUATION chart and discuss.

COMMUNICATE 1

CUT OUT THE FORMS BELOW.

SIT BACK TO BACK. ARRANGE YOUR FORMS ON A BLANK SHEET OF PAPER. EXPLAIN TO YOUR FRIEND EXACTLY HOW YOU HAVE PLACED YOUR FORMS. FROM YOUR DESCRIPTION, YOUR FRIEND WILL TRY TO ARRANGE HIS/HER FORMS IN EXACTLY THE SAME WAY AS YOURS. THEN REVERSE ROLES.



COMMUNICATE

3

56

COMMUNICATE 3

COMMUNICATE

2

58

LABYRINTHS

Preparation:

What vocabulary are we likely to use in directing someone through a maze?

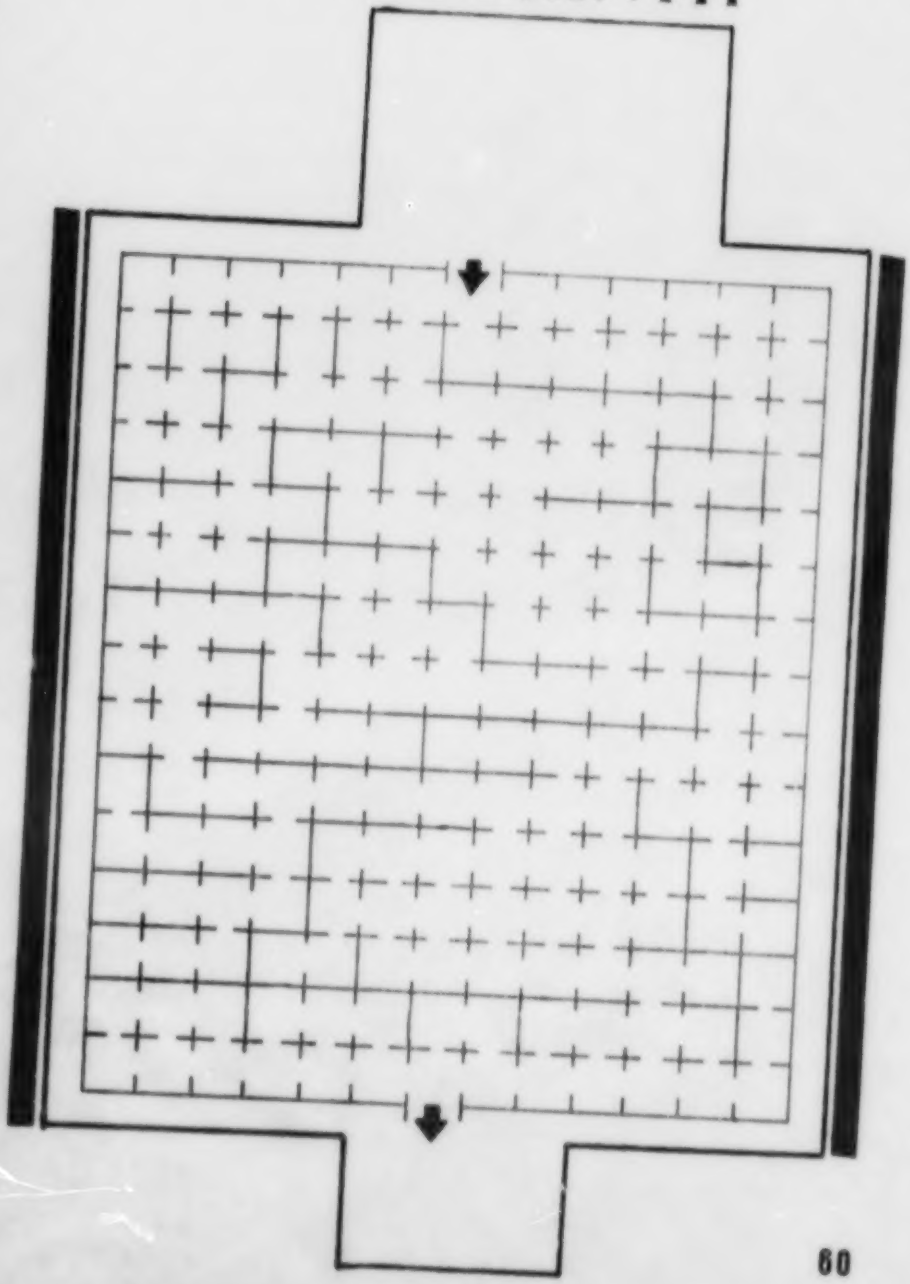
Task:

STUDENT A traces a passage through the maze.

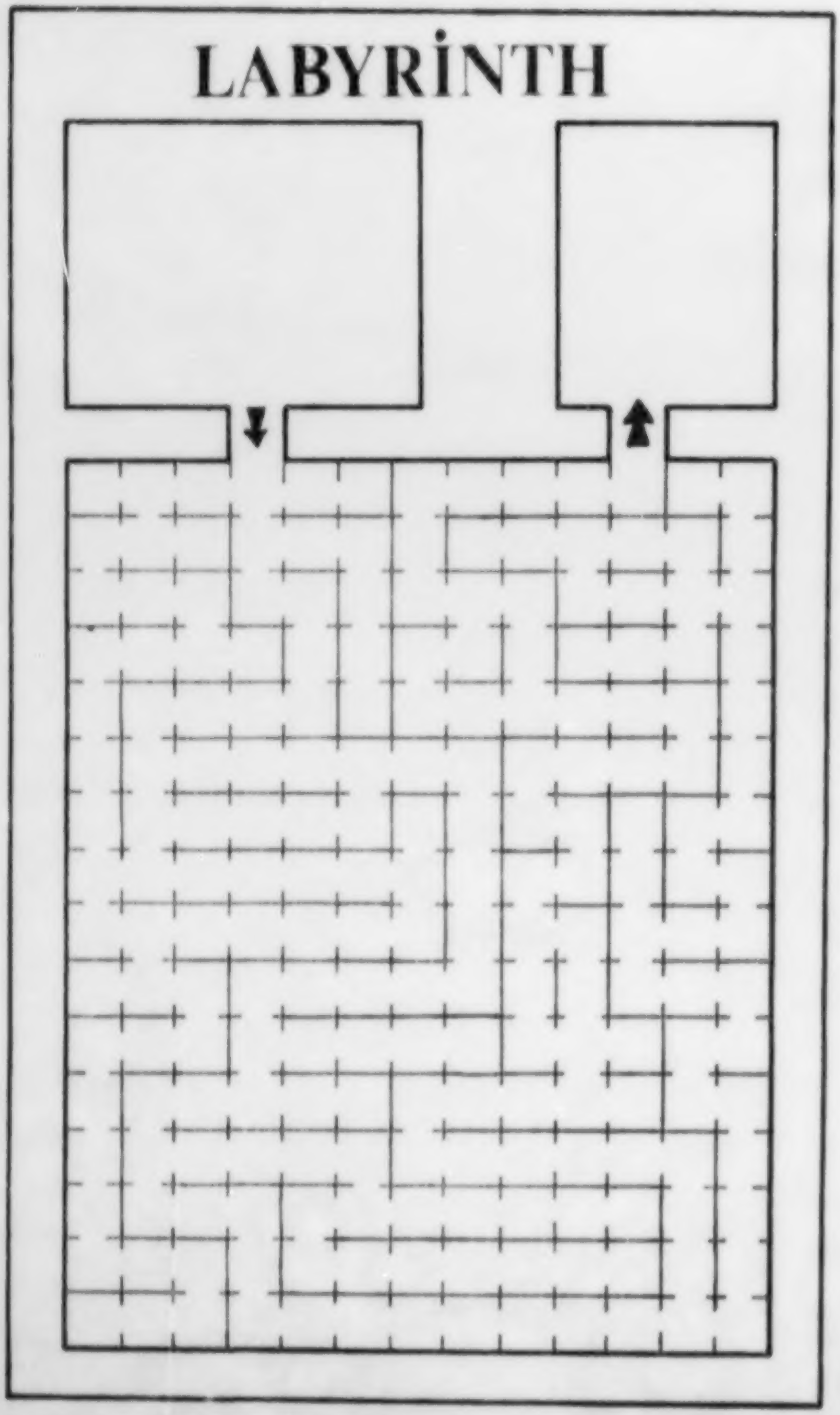
STUDENT B reproduces the passage according to the instructions received orally from STUDENT A.

Students reverse roles.

LABYRİNTH



LABYRİNTH



READ and DRAW

(page 63)

Handouts:

- Direction page
- Activity page

Task:

Follow the instructions.
Execute on activity page.

(This activity may be carried out with advanced students as a LISTENING rather than reading activity.)

LISTEN and DRAW

(pages 64,65)

Task:

1. Similar to preceding pages.
   Execute on a blank sheet.
2. Instructions to be prepared by teacher or students.
3. Instructions may be prepared in writing and read out or improvised.

In retrospect:

Fill in the SELF-EVALUATION chart and discuss.

READ AND DRAW

FOR THIS EXERCICE YOU WILL NEED A SHEET OF PAPER, A PENCIL, A RULER AND SOME COLORING PENCILS OR CRAYONS.

PLEASE WRITE YOUR NAME AT THE TOP OF THE SHEET AND FOLLOW THE DIRECTIONS FOR THE REST.

DIRECTIONS

USING A RULER, DRAW A VERTICAL LINE THROUGH THE CENTER OF YOUR PAGE, SEPARATING IT IN TWO EQUAL PARTS. NEXT, DRAW A HORIZONTAL LINE THROUGH THE CENTER OF YOUR PAGE, SEPARATING THE TOP SECTION FROM THE BOTTOM SECTION.

IN THE TOP LEFT RECTANGLE, DRAW A PICTURE OF THE SUN AND COLOR IT. WITH A BLACK PENCIL, DRAW A HAPPY FACE ON THE SUN.

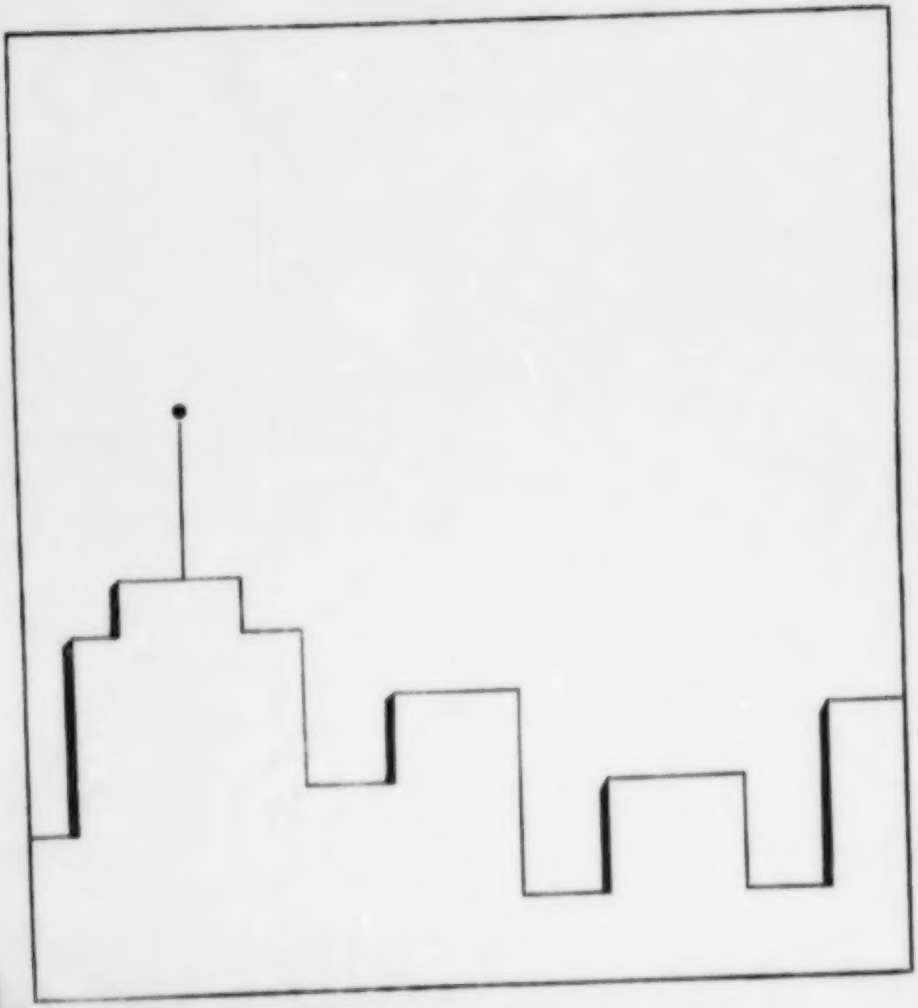
IN THE BOTTOM RIGHT RECTANGLE, DRAW A HOUSE WITH A DOOR, SOME WINDOWS, AND A CHIMNEY WITH SMOKE COMING OUT. TO THE RIGHT OF THE HOUSE, DRAW A TREE. COLOR THE SMOKE GREY, THE TREE GREEN AND THE HOUSE AS YOU LIKE.

IN THE RECTANGLE AT THE TOP RIGHT CORNER OF THE SHEET, WRITE, UP-SIDE DOWN, THE NAMES OF FIVE ANIMALS YOU KNOW. TRY NOT TO MAKE ANY SPELLING MISTAKES.

IN THE LAST RECTANGLE, WRITE DOWN A WORD TO DESCRIBE THE WEATHER ABOVE AND A SEASON TO MATCH YOUR TREE.

NOW CORRECT YOUR SHEET BY COMPARING IT WITH YOUR TEACHER'S ANSWER SHEET.

LISTEN AND DRAW



LISTEN AND DRAW

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____

____

____

____

What I didn't like: ____

____

____

____

What I'll do differently next time: ________________________________

____

____

____

How long did it take to cover this section? ________________________

____

____

Did I use extra material? ______________________________________

____

____

Other comments: ____

____

____

GAMES

Students will be called upon to:

1. play games that contain specific instructions;
2. invent new games.

TIP-TOE THROUGH THE TULIPS

Task:

1. Read through the rules on the instruction page.
   Make certain that you understand them fully.
2. Play the game with a partner or in a group.

INVENT GAMES

Note:

Three board games have been provided for the students.
They may be assembled easily, coloured, pasted on cardboard and laminated if desired.

Students are expected to invent the rules, and to list material needed such as cards, dice, etc.
This may be carried out as a collective class project, as a home assignment with outside help, or as a challenge to individual students.
A page has been provided for the rules.

"TIP-TOE THROUGH THE TULIPS"

TIP-TOE

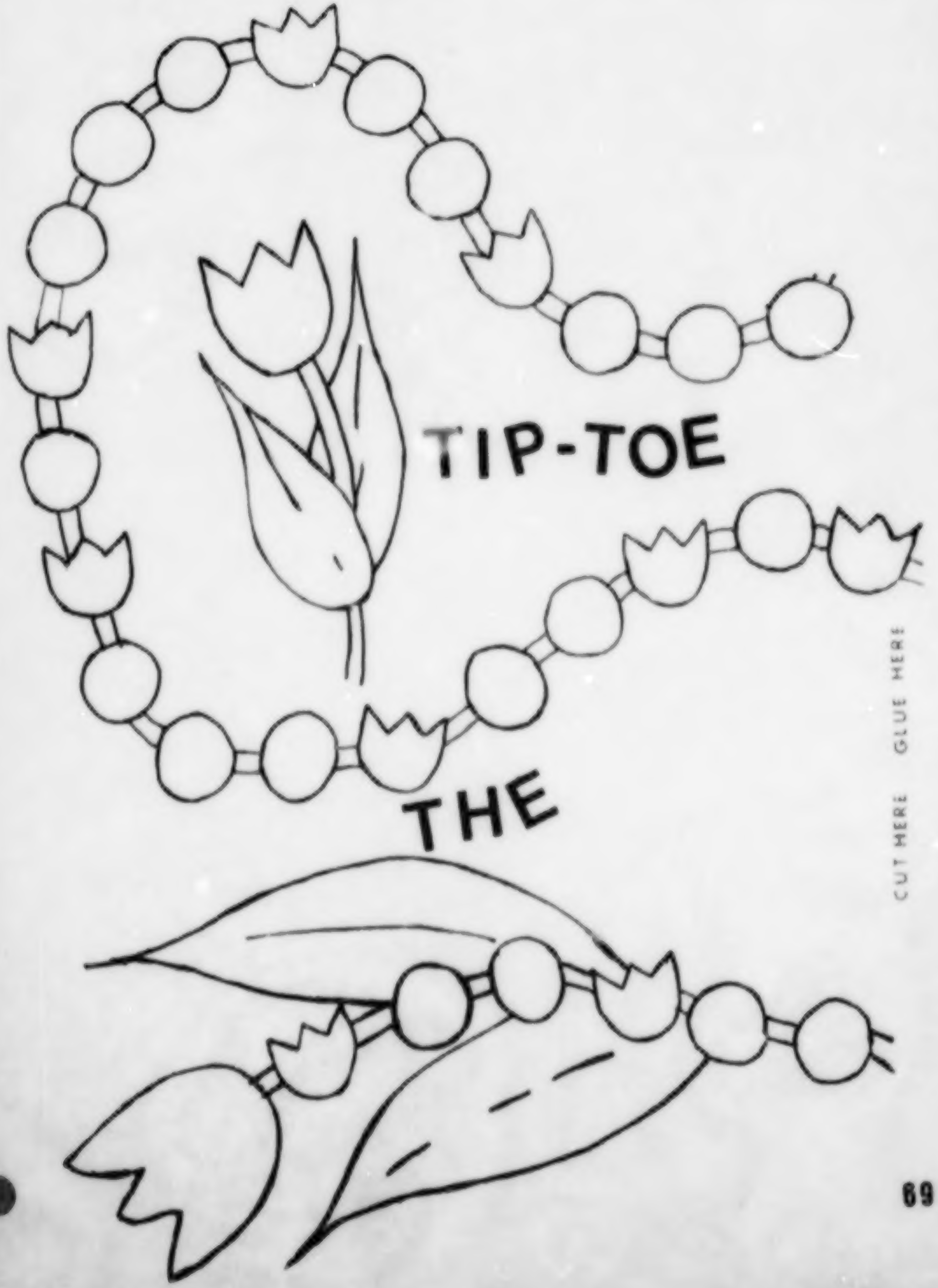
THROUGH THE TULIPS

You and your friend are both in a tulip garden.
You each start on one of the big tulips.
Both roll the dice once; the highest roller will go first.
The beginner rolls the dice and moves the required number of spaces.
If you land on a tulip you must pay the price!
You must do a dare! (The dares are below.)
If you succeed to do your dare you move onto the circle in front of the tulip you are on.
If you fail your dare, you go back to where you were before you stepped on the tulip.
The first one to reach the other side of the tulip garden is the winner.

__Dares__ (To be done in order. If you do the entire list, start over. Write them down on cards before you play.)

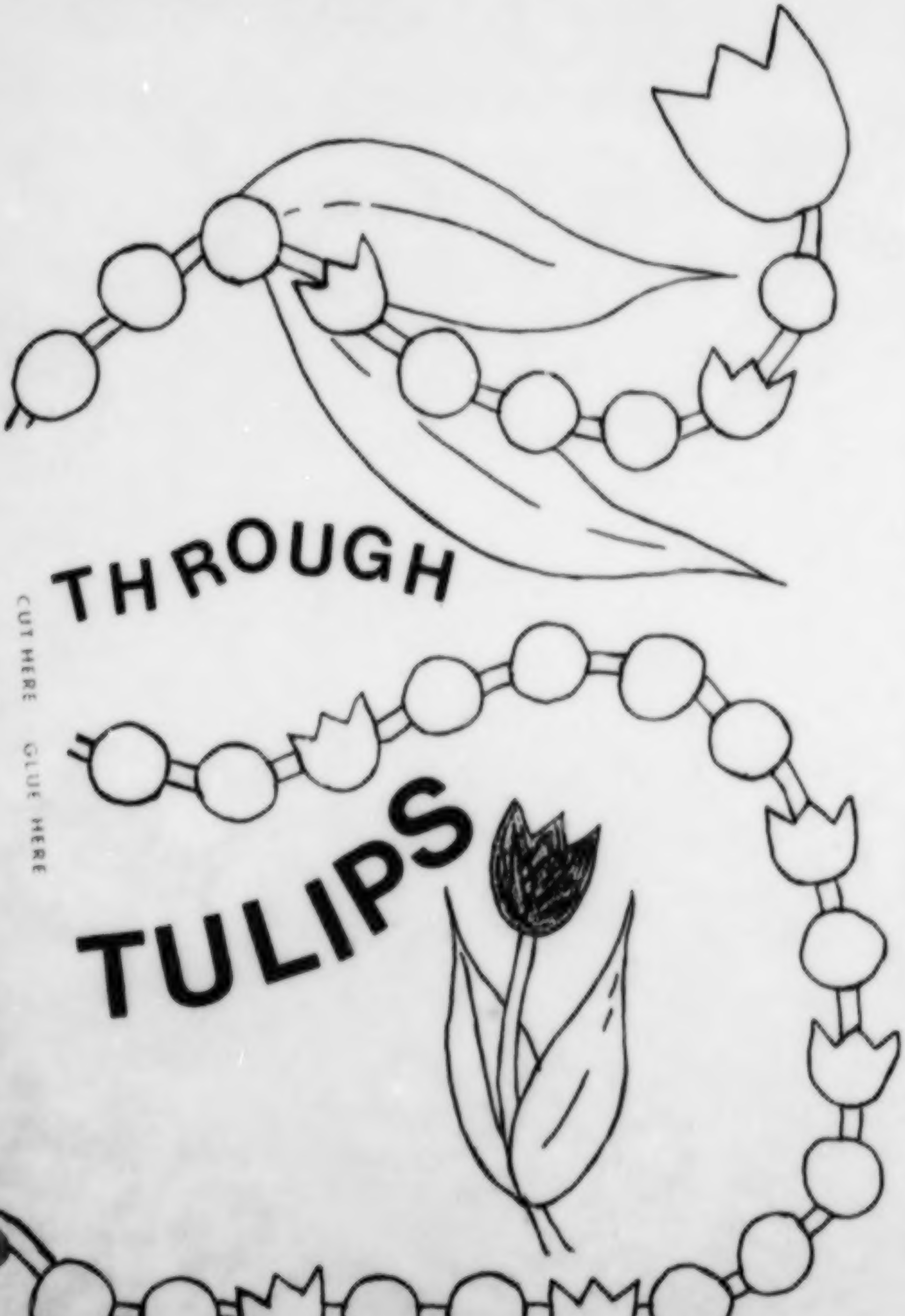
1. Name 3 canadian cities
2. Name 5 colours
3. Count backwards from 20
4. Name 3 things to eat that begin with the letter "p"
5. Name 3 vegetables
6. Name 5 jobs
7. Name 4 sports
8. Name 3 types of flowers
9. Sing a song
10. Name 4 school subjects
11. Count backwards from 20 by two
12. Name 3 girl's names
13. Count to 50 by fives
14. Name 4 animals
15. Name 3 provinces

Another way to play would be to invent your own dares before you begin.
Write them on pieces of paper, fold them and put them in a box.
If you step on a tulip, pick a dare from the box and do your dare!
Good luck!



CUT HERE GLUE HERE

THROUGH TULIPS



CUT HERE GLUE HERE

TEEN FEUD

Students will be called upon to:

1. play a game that resembles the T.V. show, Family Feud;
2. participate in teams which answer questions to score points.

Game level:

1. Game ONE for beginners;
2. Game TWO for more advanced students.

Handouts:

- Survey list for EMCEE and SCOREKEEPER. (Questions and answers may be cut out and pasted on index cards for easy access and shuffling.)

Scoreboard:

Answers, scores and strikes are recorded immediately on the blackboard by a student designated as SCOREKEEPER.

TEAM 1

	ANSWERS:	SCORE:
1.		
2.		
3.		
4.		
5.		
6.		

TEAM 2

	ANSWERS:	SCORE:
1.		
2.		
3.		
4.		
5.		
6.		

SCOREBOARD

	SCORE:	
	TEAM 1	TEAM 2
GAME 1		
GAME 2		
GAME 3		
TOTAL		
WINNER		
BONUS ROUND		
GRAND WINNER		

Fundamentals:

TEEN FEUD is a game in which two teams of 5 players fight it out for honour, marks, or prizes. The players guess answers to match the most popular answers recorded in a survey of 150 students.

On the survey list, answers to each question are listed in descending order of popularity among the students surveyed. The number next to each answer is the number of times that response was given in the survey. This number serves as points to be won. (Since only identical answers by two or more pupils are considered, the total number of answers does not always total 150.)

The questions are from a questionnaire prepared by teachers.

How to play the game:

(rounds ONE, TWO, THREE)

I. ROUND ONE:

FACE OFF:

- Each team chooses a captain. The captains stand on either side of the Emcee (student or teacher) with one hand behind their backs, the other hand several inches over the Emcee's desk.
- The Emcee announces the number of answers to be found to the question about to be asked. He also announces the total points to be won.
  (Example: no. 18 / 6 answers / 86 points)
- Then the Emcee asks the question. The two captains compete to match the most popular answer on the Emcee's survey list. The first captain to bang on the desk, once the question has been asked, gets first chance to play.
  - If the TOP answer is matched:

    the player gets to decide whether his/her team will play this round or pass it on to the opposing team.
    (Decision rests on level of difficulty involved.)

- If the TOP answer is not matched:

  the other captain gets to try.

  The captain who has given the more popular answer decides if his/her team will play or pass.
  Should both captains fail, they have a second chance.

- The team that plays is called the CONTROLLING TEAM.

TEAM WORK:

- The controlling team must try to match all the answers on the survey list before making three strikes. Team members take turns giving answers and must not be helped by other team mates.

  - Correct answers score the amount of points indicated next to matching answers on the survey.
    Incorrect answers or inability to produce answers count as strikes.

  - If the team matches all the answers:

    it wins the round.

    If a team records three strikes:

    the opposing team members can collaborate one guess to match any of the missing answers.
    A correct guess means winning the round and stealing the points accumulated by the other team.
    (No points are to be given for the final answer that led to this victory.)

2. ROUND TWO:

   Same as ROUND ONE.

3. ROUND THREE:

   Same as ROUND ONE.
   (The third round is worth double the points for each correct answer.)

4. BONUS ROUND: (optional)

- The team recording the highest points in three rounds of questions wins a BONUS ROUND.
- The winning team selects two adept players.
  One is sent out of the classroom while the other faces the Emcee.
  The Emcee alots 30 seconds (more or less as required) for the player to answer five questions.
  Answers and score are recorded.
  The second player is asked the same questions and is alotted 45 seconds (proportion to above).
  The player is allowed a second guess when his/her answers duplicate those of the first player.

  . If the total score for both players > 200:

  the team is the grand winner

  . If the total score for both players < 200:

  the opposing team is the grand winner.

SUGGESTIONS:

Watching the T.V. show, Family Feud, will help understand the game and supply possible new material for other games of TEEN FEUD.

Teachers will have to make their own surveys once all the suggested questions have expired.

ENJOY THE GAME!

TEEN FEUD

1. Name your favorite day of the week.
- 5 answers/90 points -

Saturday	45
Friday	25
Sunday	12
Monday	7
Wednesday	1
	90

2. Name a vegetable.
- 6 answers/88 points -

Tomatoes	47
Carrots	16
Potatoes	11
Celery	6
Lettuce	6
Green pepper	2
	88

3. Name a farm animal.
- 6 answers/82 points -

Dog	21
Cow	15
Horse	13
Chicken	13
Pig	10
Cat	10
	82

4. Name a cartoon character.
- 6 answers/45 points -

Tom & Jerry	13
Mickey	10
Bugs Bunny	10
Lucky Luc	5
Astro	4
Scooby Doo	3
	45

5. What time do students get up in the morning?
- 6 answers/75 points -

7:00	47
6:00	11
8:00	10
8:30	3
9:00	2
7:30	2
	75

6. Name a popular dessert.

- 6 answers/70 points -

Cake	42
Ice cream	9
Jello	9
Fruit	4
Sundae	4
Pie	2
	70

7. Name an animal from Africa.
- 6 answers/72 points -

Tiger	20
Elephant	20
Lion	19
Zebra	7
Parrot	3
Snake	3
	72

8. Name a baseball team.
- 6 answers/86 points -

Expos	78
Dodgers	3
Cardinals	2
Yankees	1
Red Sox	1
Giants	[illegible]

9. Name a fruit.
- 6 answers/89 points -

Apple	55
Orange	17
[illegible]	10
Pear	3
[illegible]	2
Kiwi	2
	89

10. Name your favorite ice cream flavour.
- 6 answers/91 points -

Choc. / Chip	47
Vanilla	26
Strawberry	11
Orange	3
Cherry	2
Banana	2
	91

TEEN FEUD

11. Name a bird.

- 6 answers/53 points -

Eagle	20
Pigeon	17
Canary	8
Chicken	4
Parrot	2
Owl	2
	53

12. Name a tree.
- 6 answers/75 points -

Apple	36
Maple	14
Pine	14
Orange	8
Palm	2
Banana	1
	75

13. Name a popular winter sport.
- 3 answers/80 points -

Hockey	53
Skiing	21
Skating	6
	80

14. Name a lucky number.
- 6 answers/58 points -

7	15
6	10
2	10
3	8
10	8
5	7
	58

15. Name a season.
- 4 answers/88 points -

Winter	41
Summer	37
Spring	6
Fall	4
	88

16. Name the hottest month of the year.
- 5 answers/69 points -

July	43
June	16
August	6
April	3
May	1
	69

17. Name an insect.
- 6 answers/69 points -

Bee	28
Mosquito	13
Butterfly	9
Fly	9
Ant	6
Spider	4
	69

18. Name a flower.
- 6 answers/86 points -

Rose	65
Carnation	6
Tulip	5
Lily	4
Iris	3
Violet	3
	86

19. Name your favorite color.
- 6 answers/90 points -

Blue	34
Red	23
Black	16
White	6
Yellow	6
Green	5
	90

20. Name a type of car.
- 6 answers/71 points -

Toyota	18
Chevy / Dodge	16
Pontiac	14
Volvo	9
Mercedes	9
Datsun	5
	71

TEEN FEUD

21. Name a school subject.

- 6 answers/77 points -

French	28
English	23
Math.	14
Ecology	6
Gym	4
Geography	2
	77

22. Name a city.

- 6 answers/83 points -

Montreal	50
New York	22
Quebec	3
Ottawa	3
Helsinki (Sweden)	3
Washington	2
	83

23. Name a boy's name.

- 6 answers/48 points -

Mark	17
Peter	9
Jack	7
François	5
Eric	5
Simon	5
	48

24. Name a country.

- 6 answers/71 points -

Canada	58
U.S.A.	5
Vietnam	3
France	2
China	2
U.S.S.R.	1
	71

25. Name a colour of eyes.

- 4 answers/99 points -

Blue	36
Brown	25
Black	22
Green	16
	99

26. What time do you get up in the morning?

- 6 answers/80 points -

7:00	47
6:00	16
7:30	7
8:00	5
6:30	4
9:00	1
	80

27. Name your favorite lunch.

- 6 answers/82 points -

Sandwich	21
Hamburger	18
Pasta	16
Pizza	16
Chicken	[illegible]
Soup	4
	82

28. Where do you go for vacation?

- 6 answers/70 points -

Country	18
Out of the Country	17
U.S.A.	13
Florida	10
New York	8
Canada	4
	70

29. Name a province.

- 4 answers/82 points -

Quebec	74
Ontario	6
Manitoba	1
Alberta	1
	82

30. Name a girl's name.

- 6 answers/40 points -

Mary	11
Susan	10
Julie	8
Kate	5
Sophie	3
Diane	3
	40

TEEN FEUD

31. Name a colour of hair.

- 4 answers/96 points -

Black	49
Brown	28
Blond	17
White	2
	96

32. Name a popular summer sport.

- 6 answers/76 points

Baseball	31
Swimming	20
Soccer	10
Tennis	7
Football	5
Golf	3
	76

33. Name a soft drink.
- 5 answers/65 points -

7-Up	29
Coke	27
Pepsi	6
Rootbeer	2
Cream Soda	1
	65

34. Name a favorite animal for teenagers.
- 4 answers/82 points -

Dog	42
Cat	37
Fish	2
Bird	1
	82

35. Name your favorite musical instrument.
- 6 answers/85 points -

Piano	32
Drum	21
Guitar	17
Trumpet	6
Flute	5
Sax	4
	85

36. Name the first thing you do when you get up in the morning.
- 6 answers/62 points -

Eat	31
Brush teeth	11
Go to washroom	9
Wash face	4
Dress	4
Shower	3
	62

37. Name the most popular chocolate bar.
- 6 answers/64 points -

Oh Henry	23
Mirage	11
Mars	11
Aero	10
Gold	5
Crunchie	4
	64

38. Name your favorite movie star.
- 6 answers/14 points -

Reeves	4
Eddie Murphy	3
Jerry Lewis	2
Eastwood	2
Tom Selleck	2
Rob Lowe	1
	14

39. Name the best kind of jeans

- 6 answers/55 points -

Levis	[illegible]
[illegible]	[illegible]
[illegible]	9
[illegible]	7
Valente	5
Roverto	2
	55

40. Name a popular cereal.

- 6 answers/66 points -

Corn Flakes	20
Rice Krispies	17
Cheerios	13
Honey Comb	6
Special K	5
Frosted Flakes	5
	66

TEEN FEUD

41. What is your favorite month?
- 6 answers/67 points -

June	21
July	20
April	9
December	6
September	6
October	5
	67

42. Name a popular T.V. program.
- 6 answers/34 points -

V	8
Dynasty	7
Magnum P.I.	6
Three's Company	5
The A-Team	4
Cosby Show	4
	34

43. Name a hockey team.
- 6 answers/70 points -

Montreal Canadians	53
Edmonton Oilers	6
Quebec Nordiques	5
Buffalo Sabres	3
N.Y. Islanders	2
Vancouver Canucks	1
	70

44. What do you wear in the winter to keep warm?
- 4 answers/54 points -

Jacket	38
Hat	8
Boots	5
Gloves	3
	54

45. Name a game.
- 6 answers/60 points -

Computer	29
Monopoly	14
Scrabble	5
Cards	5
Dungeons & Dragons	4
Battle Ship	3
	60

46. Name an actor.
- 6 answers/19 points -

Roger Moore	9
Jerry Lewis	4
G. Harrison	2
John Travolta	2
Olivia Newton-John	1
Benny Hill	1
	19

47. Name a common colour for dogs.
- 5 answers/73 points -

Brown	35
Black	26
White	9
Red	2
Blond	1
	73

48. Name a holiday.
- 3 answers/46 points -

Christmas	40
New Year's Day	4
Summer	2
	46

49. Name a big city.

- 6 answers/71 points -

New York	46
Montreal	14
Toronto	4
Los Angeles	3
Quebec	2
Hollywood	2
	71

50. Name something in a kitchen.
- 6 answers/67 points -

Table	24
Fridge	20
Utensils	8
Plate	6
Stove	5
Toaster	4
	67

ADV.

TEEN FEUD

1. Name a popular colour for cars.
- 6 answers/92 points -

Blue	34
Red	26
White	12
Black	7
Grey	7
Brown	6
	92

2. Name your favorite day of the week.
- 6 answers/96 points -

Friday	34
Saturday	31
Tuesday	10
Thursday	8
Monday	7
Sunday	6
	96

3. Name a famous nursery rhyme.
- 6 answers/93 points -

Jack & Jill	37
Old Mac Donald	26
Red Riding Hood	17
3 Blind Mice	7
Patty Cake	3
Humpty-Dumpty	3
	93

4. Name a vegetable.
- 6 answers/96 points -

Carrot	43
Potato	21
Tomato	17
Lettuce	9
Corn	3
Brocoli	3
	96

5. How long does it take the average student to get to school?
- 6 answers/95 points -

10 minutes	28
30 minutes	28
60 minutes	20
15 minutes	12
45 minutes	4
20 minutes	3
	95

6. Name a famous river.

- 6 answers/99 points -

St-Lawrence	54
Outaouais or Ottawa	20
Mississippi	12
Richelieu	6
Rivière des Prairies	4
Magog	3
	99

7. Name a kitchen appliance.

- 6 answers/90 points -

Toaster	37
Pan	29
Beater	6
Electric knife	6
Stove/oven	6
Blender	6
	90

8. Name a farm animal.
- 6 answers/96 points -

Cow	48
Horse	18
Chicken	10
Pig	10
Goose	6
Dog	4
	96

9. Name a cartoon character.
[illegible]/96 points -

Bugs Bunny	[illegible]
Smurf	[illegible]
Scooby-Doo	12
Spider Man	7
Archie	6
Ziggy	4
	96

10. Name a famous city.

- 6 answers/92 points -

New York	34
Montreal	33
Las Vegas	12
Washington	5
London	4
Paris	4
	92

TEEN FEUD

11. What time do students get up in the morning?
- 6 answers/97 points -

7:00	54
7:15	18
7:30	11
6:00	8
6:30	3
8:00	3
	97

12. Name an ocean.

- 4 answers/83 points -

Atlantic	31
Pacific	30
Indian	14
Arctic	8
	83

13. Name a popular dessert.

- 6 answers/96 points -

Banana Split	41
Coke	21
Sundae	19
Ice Cream	8
[illegible]	4
[illegible]	3
	96

14. How much do students get [illegible] allowance?
- [illegible] answers/100 points -

$5	26
$2	25
$10	23
$6	11
$20	9
$15	6
	100

15. Name the best class at school.
- 6 answers/95 points -

English	31
Gym	24
Math.	20
Art	12
French	4
Ecology	4
	95

16. Name one of Canada's Prime Ministers.
- 5 answers/93 points -

Mulroney	38
Trudeau	23
McDonald	22
Laurier	5
Turner	5
	93

17. Name the average student's shoe size.
- 6 answers/97 points -

7	33
5	28
6	17
9	8
10	6
7½	5
	97

18. Name a famous Canadian politician.
- 6 answers/96 points -

Turner	35
Levesque	25
Bourassa	16
Trudeau	8
Clark	6
Laurin	6
	96

[illegible] colour for women [illegible] hair.
- 6 [illegible] points -

Blond	43
Brown	26
Black	18
Pink	5
Red	5
Orange	3
	100

20. Name an animal from Africa.
- 6 answers/97 points -

Lion	30
Snake	26
Elephant	19
Tiger	9
Monkey	7
Ostrich	6
	97

TEEN FEUD

21. Name a hockey team.

- 6 answers/93 points -

Quebec	33
Edmonton	24
Montreal	21
Boston	7
Buffalo	4
Vancouver	4
	93

22. Name one of the Great Lakes.

- 5 answers/86 points -

Erie	40
Ontario	21
Superior	9
Michigan	8
Huron	8
	86

23. What time do students get home from school?

- 6 answers/96 points -

3:30	45
4:30	21
3:45	13
4:00	8
5:00	5
4:15	4
	96

24. Name a fruit.

- 6 answers/93 points -

Apple	34
Orange	23
Grape	13
Banana	11
Pear	7
Kiwi	5
	93

25. Name a province.

- 6 answers/94 points -

Quebec	35
P.E.I.	23
Ontario	21
B.C.	5
Manitoba	5
Alberta	5
	94

26. What day of the week do you clean your room?

- 6 answers/92 points -

Saturday	31
Sunday	30
Friday	19
Every day	5
Thursday	4
Wednesday	3
	92

27. Name your favorite ice cream flavour.

- 6 answers/93 points -

Vanilla	25
Butterscotch	22
Chocolate	20
Maple	13
Chocolate-chip	9
Cherry	4
	93

28. Name a famous landmark.

- 6 answers/89 points -

Tower of Pisa	21
Statue of Liberty	20
Eiffel Tower	14
Parliament Buildings	13
Olympic Stadium	13
Normandy	8
	89

29. Name a famous mountain.

- 6 answers/94 points -

Mt. St-Helen	37
Mt. Everest	23
Alps	13
Mt. Royal	9
Rockies	8
Orford	4
	94

30. Name a popular make of car.

- 6 answers/84 points -

Ford	21
Chrysler	21
Lambourgini	15
Mazda	12
Toyota	8
Honda	7
	84

TEEN FEUD

31. Name a bird.

- 6 answers/88 points -

Eagle	43
Parrot	13
Chicken	12
Canary	10
Blue Jay	5
Pigeon	5
	88

32. Name a tree.
- 6 answers/92 points -

Maple	35
Apple	23
Cherry	19
Banana	7
Pine	5
Oak	3
	92

33. Name a type of cloud.

- 4 answers/86 points -

Storm	47
Fog	19
White	15
Cumulous	5
	86

34. Name a country that has hosted the Olympics.
- 6 answers/97 points

U.S.A.	35
England	34
Canada	16
France	5
Greece	4
U.S.S.R.	3
	97

35. What time do most students go to bed?
- 6 answers/94 points -

10:00	36
9:30	25
9:00	13
8:30	9
11:30	7
12:00	4
	94

36. How many children are there in the average family?
- 5 answers/84 points -

4	31
3	19
2	15
6	10
5	9
	84

37. Name a popular winter sport.
- 4 answers/80 points -

Skiing	24
Hockey	20
Skating	19
Snowmobile	17
	80

38. How many hours a day does the average student watch T.V.?
- 6 answers/90 points -

2	27
5	21
4	15
1	13
10	8
6	6
	90

39. Name a country in Europe.

- 6 answers/83 points -

France	27
Hungary	25
Greece	10
Italy	9
Germany	7
Great Britain	5
	83

40. How many times a day do you drink water?
- 6 answers/84 points -

3	23
15	23
4	14
5	13
9	6
7	5
	84

TEEN FEUD

41. Name a famous comedian.
- 6 answers/85 points -

Richard Pryor	26
Eddy Murphy	19
Steve Martin	14
John Ritter	10
Jerry Lewis	10
Bill Cosby	6
	85

42. Name a lucky number.
- 6 answers/94 points -

21	34
7	31
12	14
3	8
6	4
13	3
	94

43. Name a type of shoe.

- 6 answers/95 points -

Addidas	33
Nike	27
Cougar	15
Converse	9
Kangaroo	7
Sport	4
	95

44. Name a type of nut.
- 6 answers/94 points -

Walnut	38
Peanut	31
Cashew	12
Almond	8
Hazelnut	3
Coconut	2
	94

45. Name a University.
- 6 answers/88 points -

McGill	25
Université de Montréal	22
Concordia	15
Université du Québec	11
Harvard	9
Princeton	6
	88

46. Name a popular summer sport.
- 6 answers/93 points -

Swimming	24
Soccer	19
Baseball	19
Tennis	15
Bike Riding	9
Football	7
	93

47. Name a famous holiday resort.
- 6 answers/94 points -

Niagara Falls	34
Walt Disney World	19
Florida	17
Palm Springs	8
Club Med.	8
Las Vegas	6
	94

48. What thing do most families eat at supper?
- 6 answers/93 points -

Turkey	28
Potato	27
Meat	15
Chicken	11
Spaghetti	9
Soup	3
	93

49. Name a famous horror movie.
- 6 answers/92 points -

Dracula	31
Amittyville Horror	22
Exorcist	12
Halloween III	11
Friday the 13th	10
Poltergeist	6
	92

50. Name a city in Ontario.
- 6 answers/89 points -

Toronto	47
Ottawa	14
Cornwall	9
Hamilton	8
Windsor	6
Sudbury	5
	89

GAMES HAVE RULES

Three board games are provided here.

Students are to set up their own rules and procedures.

The rules may be solicited through brainstorming.

A sheet "GAMES HAVE RULES" is provided for recording the rules.

GAMES HAVE RULES

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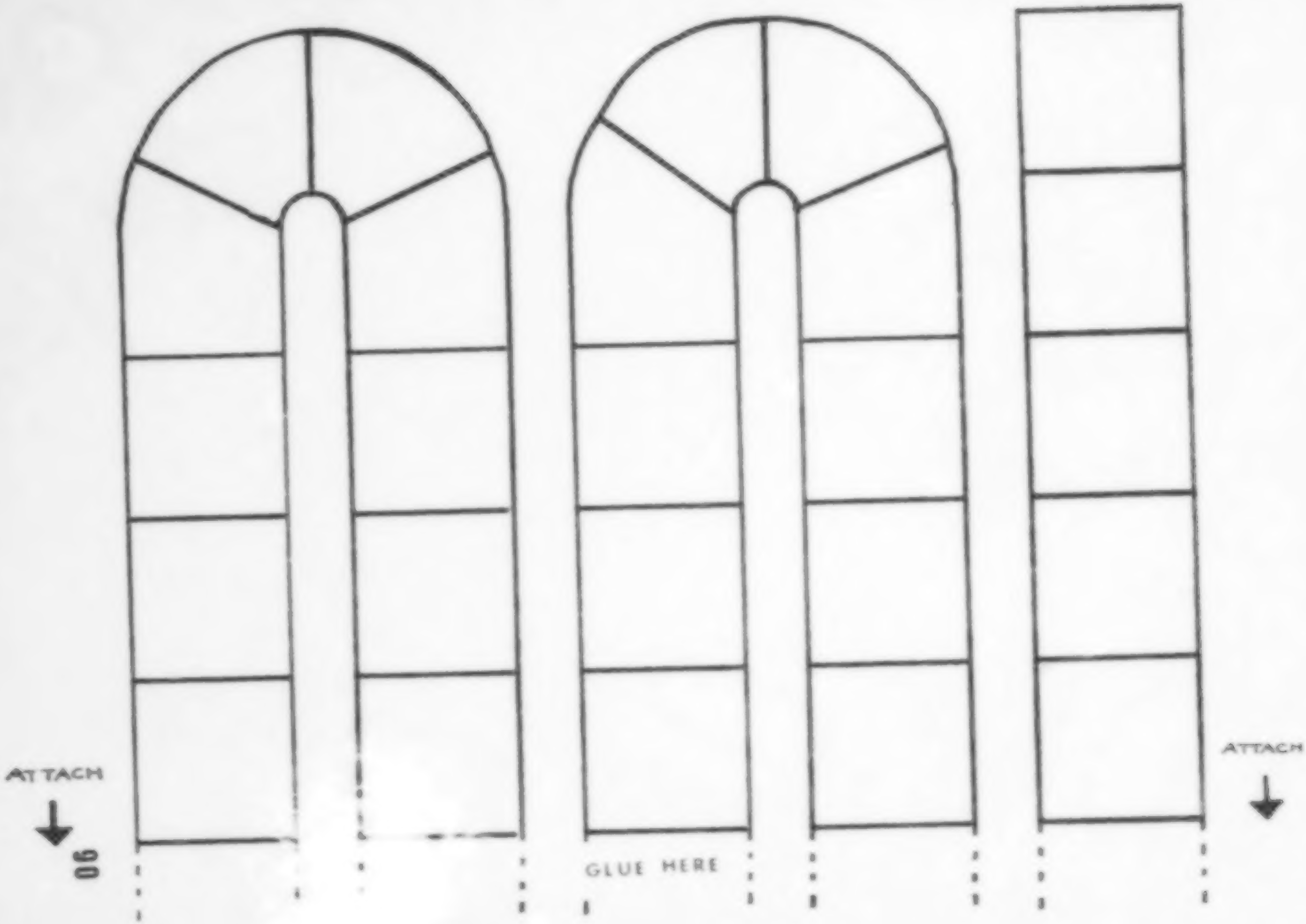
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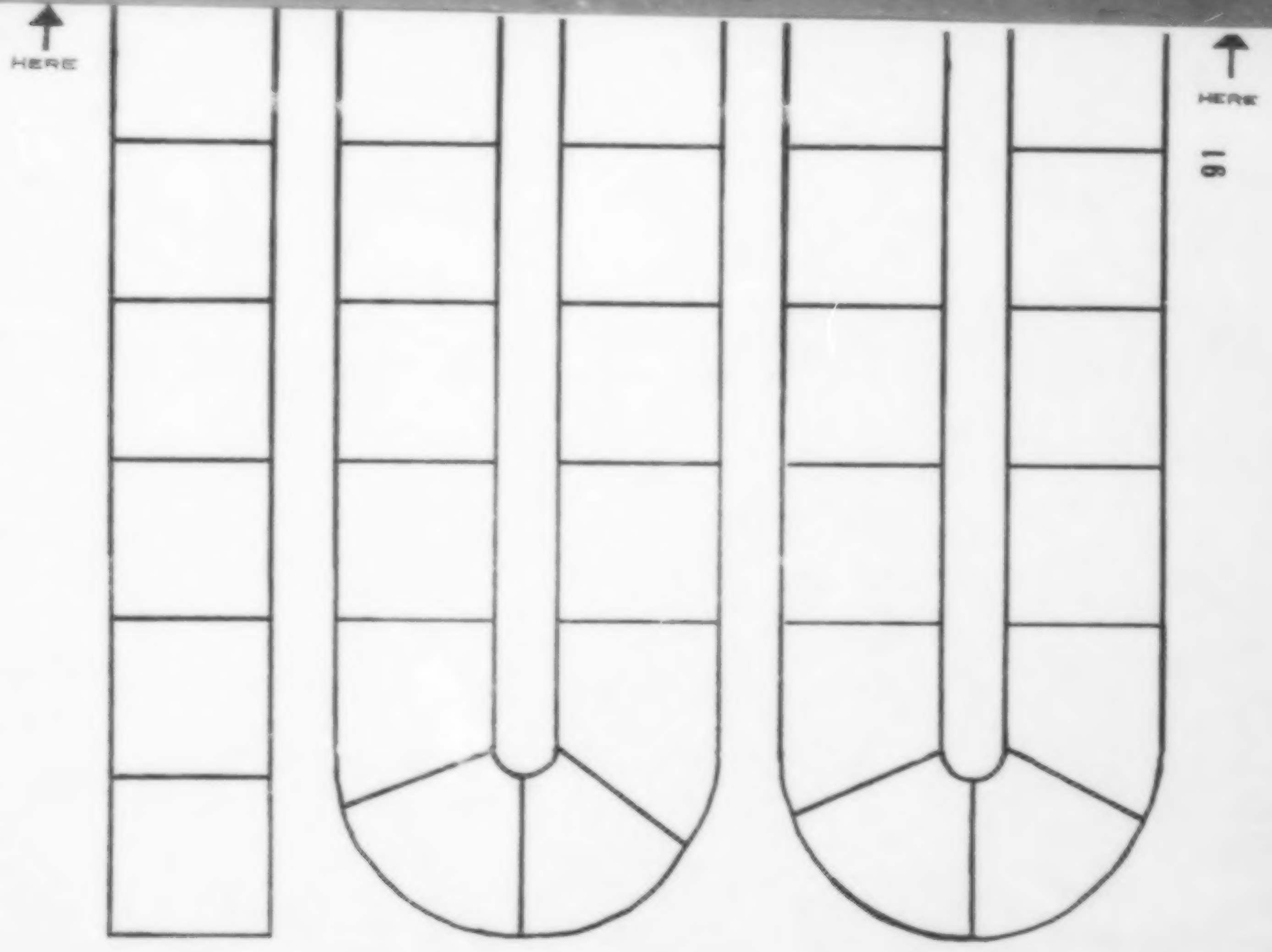
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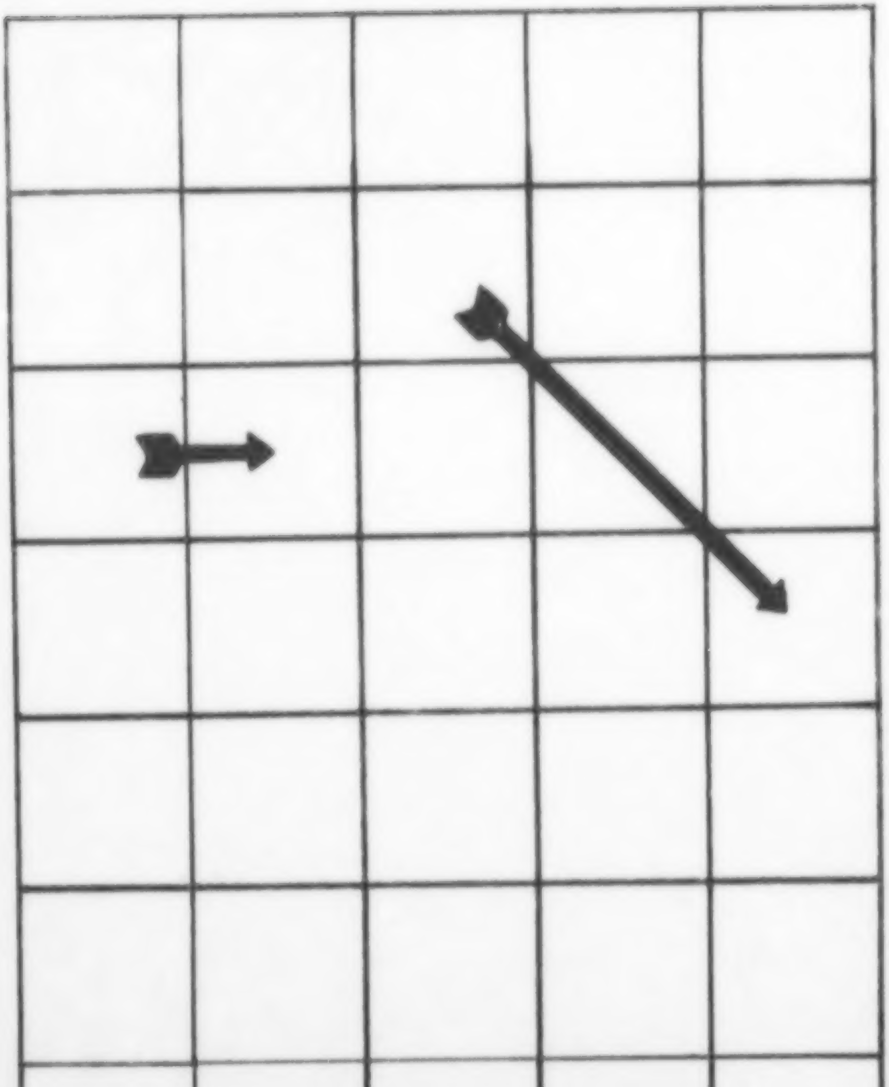

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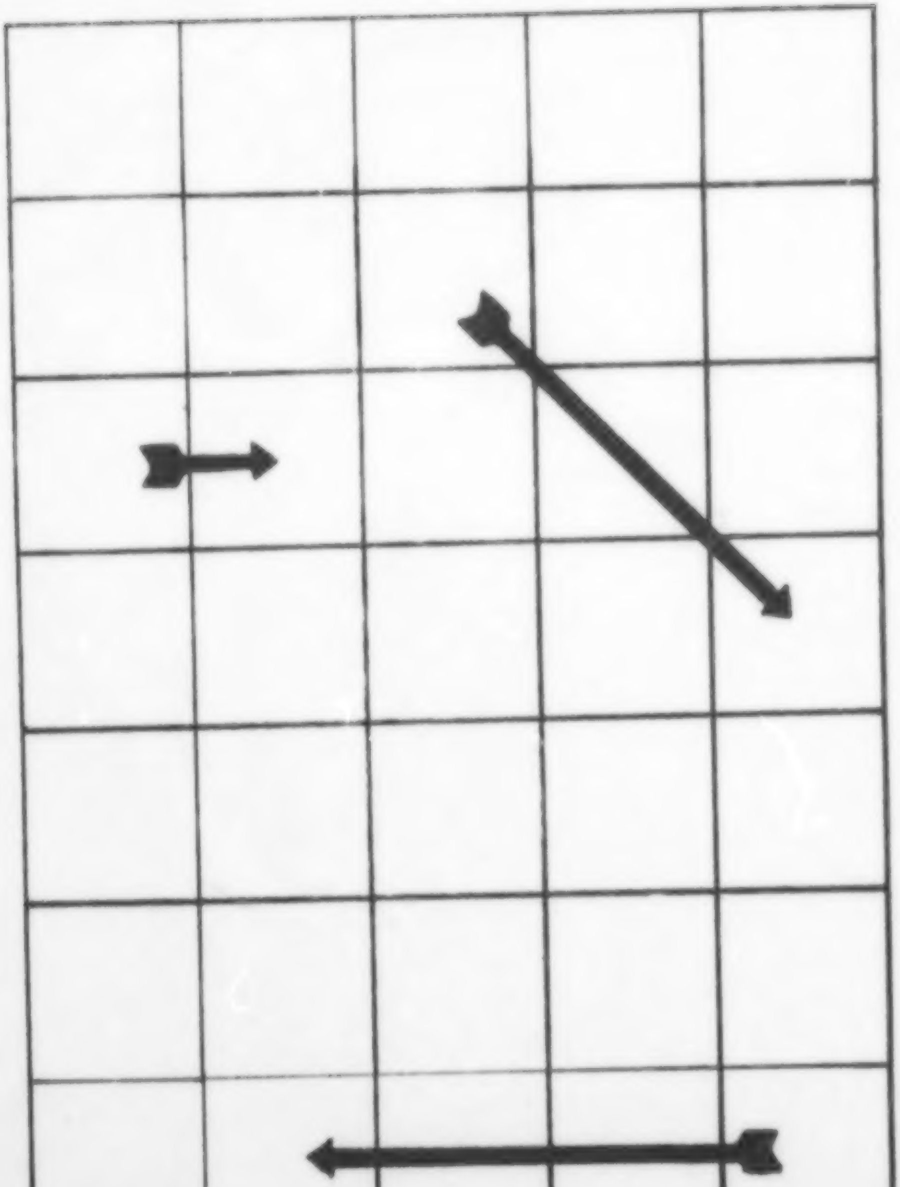

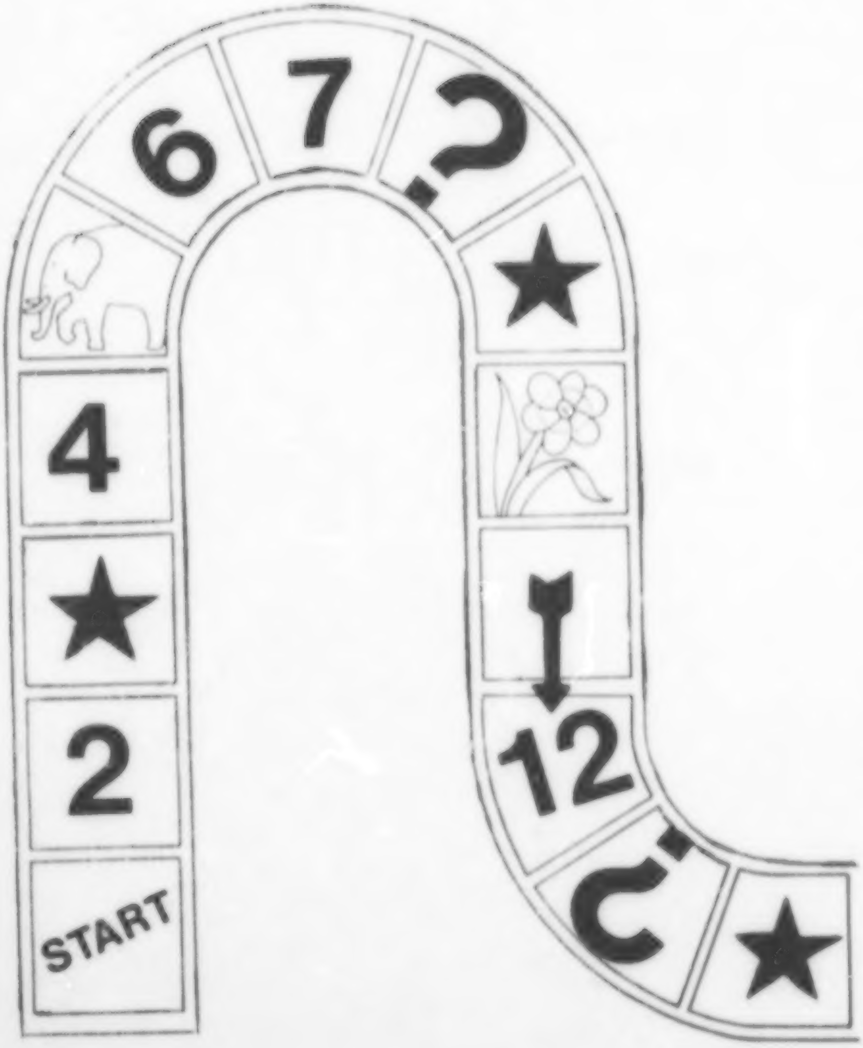
START
2
4
6
7
?
12
?

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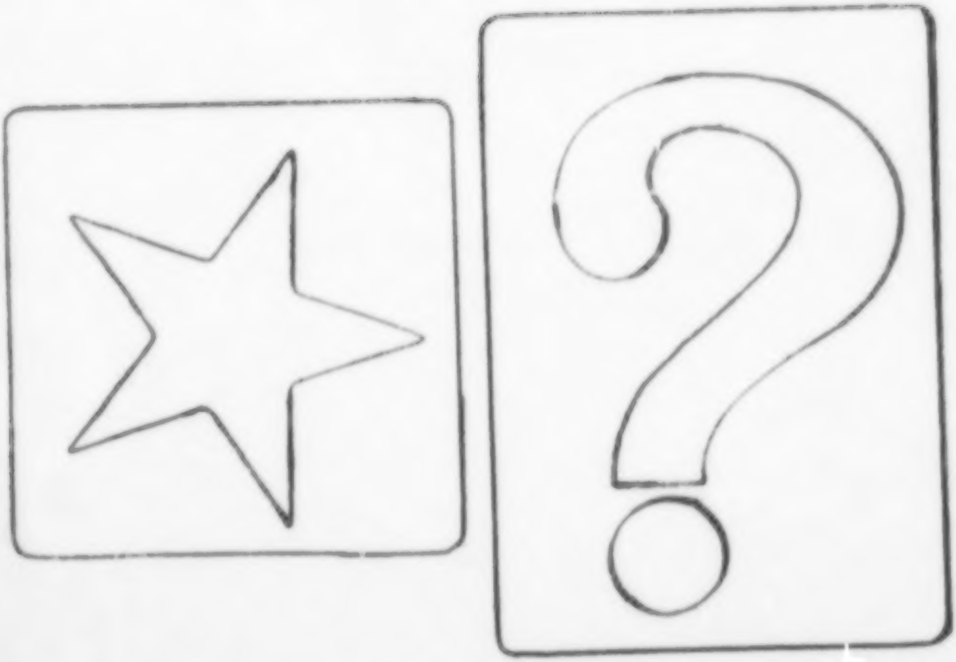

←	16	17		★	?

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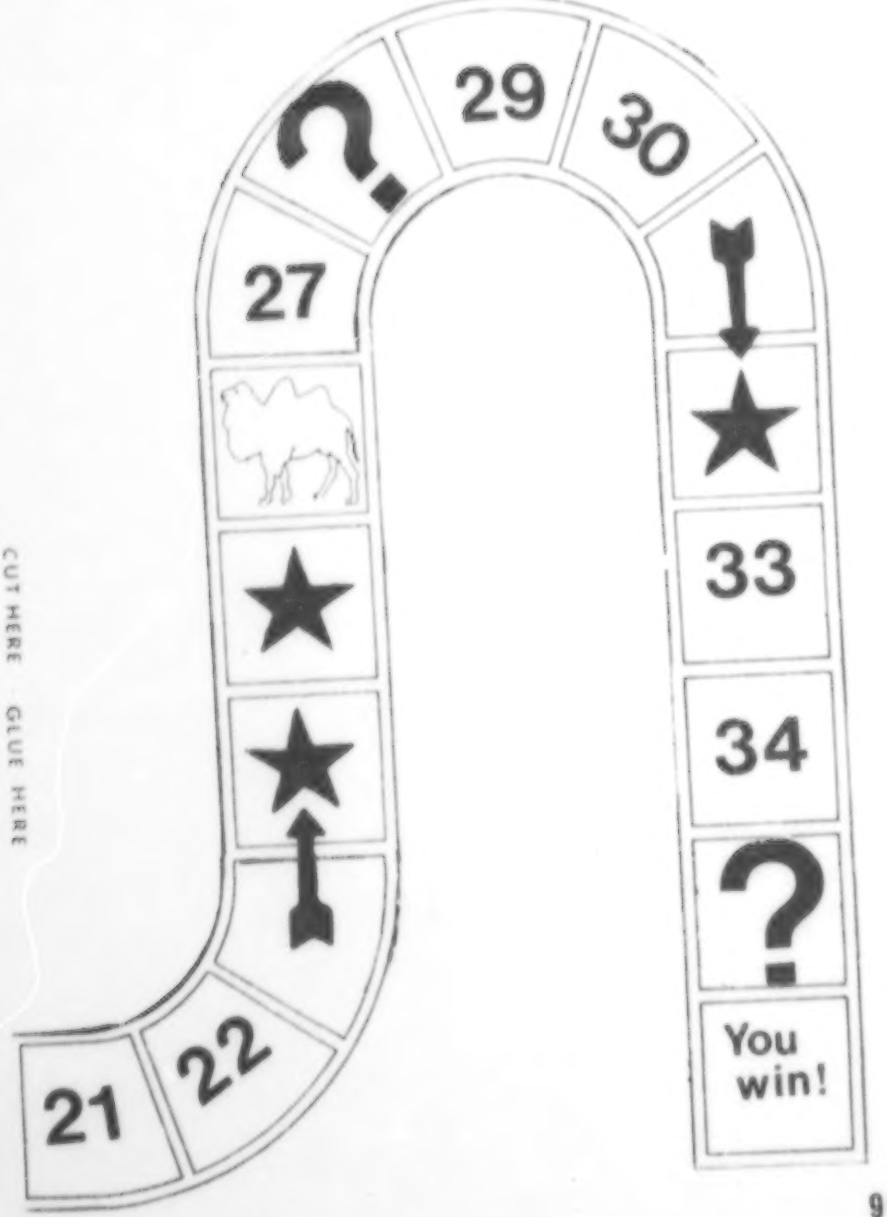

21
22
27
29
30
33
34
You win!

STOP
Searching
Simply
INVENT
GAMES

VIDEO GAMES

Preliminary BRAINSTORMING:

- How many students have computer games at home?
  How long have you had them?
  How often do you play them?
  How proficient have you become at mastering them?
  Which games do you have?
- List the most popular video games.
  What are their levels of challenge?
  What basic vocabulary is usually used?
  Where are they usually played?

Task:

Invent a video game.
Explain it in English.

INVENT VIDEO GAMES

TREASURE ISLAND

Preliminary BRAINSTORMING:

- What kind of game is the map of TREASURE ISLAND likely to inspire?
  - TREASURE HUNT

- If we are to plan a TREASURE HUNT based on the map what elements are we likely to include?
  - a buried treasure
  - a more detailed map
  - an itinerary
  - a secret message, perhaps written in a secret code
  - obstacles, hazards, difficulties, problems, ...

- Ask questions to find a hidden treasure(s) in the classroom.

Tasks:

1. In pairs or in groups, set up a TREASURE HUNT.
   What is your treasure?
   Where is it buried?
   What details will you add to your map?
   Where is the starting point (or must it be discovered too)?
   Do you have a secret message?
   What route will lead you to it?
   What obstacles will you add to the map?

- Is your game to played orally?
  What questions and answers can you anticipate?

- Is your game to be played by following written instructions?
  Make up those instructions.
  Include an itinerary and a secret message.

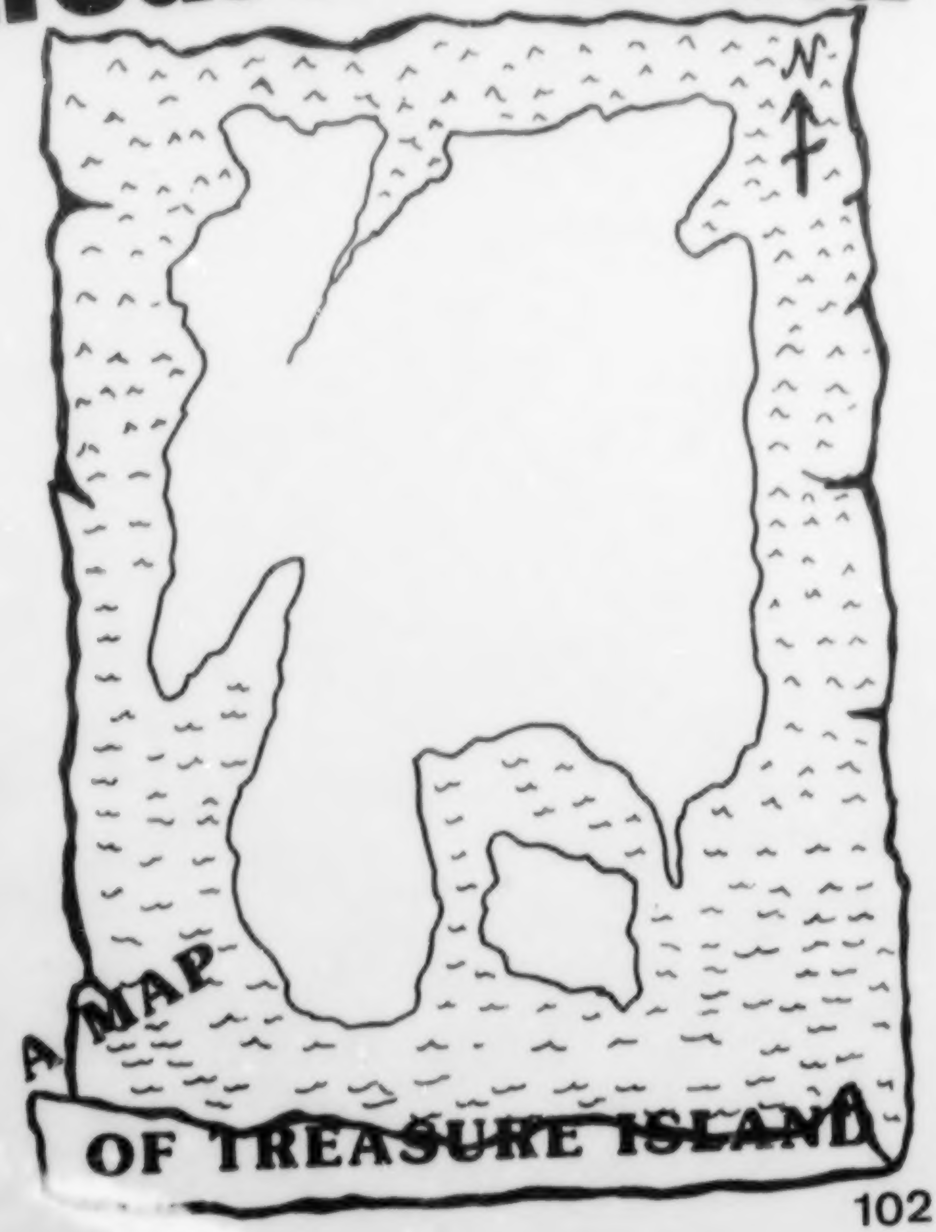
- Seek help to express your ideas in English.

8. Try out your game on classmates.
Who can find the treasure the fastest?

In retrospect:

Was your game too easy or too difficult?
What difficulties did you meet preparing it?
What did you learn?
How competent have you become at asking questions?
Did you find it challenging to prepare this game?
Did you enjoy playing it?

Treasure Island


N
A MAP
OF TREASURE ISLAND

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____________________

What I didn't like: ____________________

What I'll do differently next time: ____________________

How long did it take to cover this section? ____________________

Did I use extra material? ____________________

Other comments: ____________________

Extracurricular GUIDE

RALLYE

Refer to:

- A Rallye	page 10
- Sightseeing through Montreal	page 22

GAMES

Refer to:

- Teaching Second Language Communication, Guérin.	
- Caring and Sharing in the Foreign Language Class, Newbury House.	
- Try One of my Games - Games for Second Language Teaching, M. Grae Hill	
- Teen Feud	page 71
- Tip-Toe Through the Tulips	page 68

BOARD GAMES

- Bargain Hunter
- Boggle
- Clue
- Masterpiece
- Monopoly
- Risk
- Scrabble
- Spill'n'Spell
- Survive
- etc.

COMPUTER GAMES

- Software available in local computer centres.
- Information through:
  La Centrale des bibliothèques
  1685, rue Fleury est
  382-0895

4

ON THE AIR

a series of

COMMUNICATIVE ACTIVITIES

TARS

TEENAGER RADIO SHOW

INDEX

ON THE AIR

	PAGE
Integrating Objectives	3
Cross-Reference	4
Guidelines	5
Preliminary	6
Self-Evaluation	10
LISTENING to an English radio station	11
PRODUCING an English radio show	32
Extracurricular Guide	55

INTEGRATING OBJECTIVES

ON THE AIR

1.1	BULLETINS DE METEO	*Compréhension orale*
1.2	BULLETINS DE NOUVELLES SPORTIVES	*Compréhension orale*
1.4	COMPTE RENDU DE FAITS DIVERS	*Compréhension orale*
1.5	DOCUMENTAIRES SUR UN LIVRE	*Compréhension orale*
2.5	ANNONCES D'UN ARTICLE A VENDRE	*Compréhension orale*

CROSS-REFERENCE

ON THE AIR

	Unités fonctionnelles CECM
How do you like the weather	1.18
ANNOUNCEMENTS COMMERCIALS NEWS BULLETINS	Daily English Sec. I - II Commission Scolaire Manicouagan 1980-81

GUIDELINES FOR TEACHER PERFORMANCE

THE RADIO SHOW

INTRODUCTION

PURPOSE

- make our classroom challenging for today's students in today's world;
- help students learn about radio shows and from radio shows;
- induce active listening to tapes of English RADIO SHOWS;
- encourage active listening to ENGLISH RADIO both in and out of the classroom;
- promote the PRODUCTION of an English RADIO SHOW on audio-cassette;
- encourage an awareness of progress through self-evaluation.

EXPECTATIONS

Using English radio, be able to:

- recognize and identify different components of a taped radio show:

  station identification, news, interviews, surveys, weather, traffic, time, sports, music, commercials, etc.
- listen attentively to segments of radio show tapes and be able to grasp pertinent information;
- collectively produce a radio show on an audio-cassette;
- better appreciate the potential of the radio as a medium for developing second language comprehension skills.

PRELIMINARY

This UNIT is a terrific occasion for us to open the door to the world of TELECOMMUNICATIONS as it exists in our society today.
The YEAR 2000 is just around the corner. It's going to catch us all by surprise with its tumultuous festivities and its strong impact. Let's begin with an awareness that its early signs of ARRIVAL are already discernible, and that we can prepare ourselves to be well equipped to face this future with all that it has to offer.
How far into the realm of audio-visual high technology can we lead our students?

- To an initial interest in it?
- To a broader appreciation of it?
- To IMMERSION into it?

And just as important, how far can they lead us, because they often know surprisingly more than we do? Sometimes we need to catch up to them!

Students will be called upon to:

1. discuss their radio listening habits;
2. undertake a series of activities based on radio shows;
3. discuss a self-evaluation chart.

Handouts:

- Cover page
- Evaluation chart
- 10 activity pages (after listening to TAPE)

Preliminary BRAINSTORMING:

. How much English radio do we listen to?
What stations?
What kinds of programs?
Besides the music, how much information do we listen to?
How much do we understand?

- By what means can we best develop an ease in understanding English radio?
- Has anyone visited a radio station?
  What goes on behind the scenes?
  How many people are involved in producing a show?
  What are their functions?
  What elements usually make up a radio show?
  Write them out.

Tasks:

1. Place cover page and evaluation chart in a scrapbook.

- Note to the teacher:

  Two radio broadcasts are presented on tape. SIDE ONE is CHOM; SIDE TWO is CJFM. The teacher may wish to work with one broadcast throughout; the other may serve as reinforcement later, or may be kept for evaluation purposes. Then again, both stations may be used alternately throughout.

- RADIO STATIONS:

TAPE, Side ONE	CHOM	FM 97.7	Friday, February 8, 1985 Sunday, February 10, 1985
TAPE, Side TWO	CJFM	FM 96	Wednesday, April 10, 1985

- The Radio Station tape allows for repetitious classroom use, re-listening and analysis. Use of "live radio" in the classroom, however, reinforces active listening, provokes conversation about current issues and keeps the language classroom "in-tune" with the real world.

Reminder: The more complex the portion of tape, or radio, the simpler the task should be.

2. LISTEN to the "RADIO STATION"

(Choose A or B)

A. Be ready to jot down answers to the following two questions:

-What DATE did this show go on the air?

-Which elements of the show can we identify and list?

-Compare with our list above. (See end of brainstorming.)

-Hand out activity sheets.

-Which elements had we overlooked, if any?

-Place the activity sheets in your scrapbook.

B. Hand out activity sheets in scrambled order.

-Jot down the DATE this show went on the air.

-Organize your activity sheets in the order in which you hear them on the radio show.

-What comes first, second, third,...last?

-Place the activity sheets in your scrapbook.

Extended activities:

To help us gain familiarity with the tape and find our way through it more easily, make an outline of the radio program. (See page 36.)

It may take several listening sessions to collect all the data. Keep the outline on hand to fill in while doing subsequent listening activities.

This may be done by several more active students or the teacher. Once completed and verified, the information may be given to everyone.

(A master plan is included for the teacher on page 37.)

Student outlook:

Students should be aware:

- that actively listening to native speakers for clues to meanings will become easier with practice and experience;
- that NOW is the time to practice;
- that understanding a second language precedes being able to speak a second language.

Self-Evaluation Chart

NAME: **HOMEROOM:**

1. When I listen to an English radio station:

   1 I understand.
   2 I understand most of.
   3 I understand partially.
   4 I don't understand at all.

	1 2 3 4	interest 1 2 3	evaluation
station identification			
time			
weather report			
the news			
commercials			
sports commentary			
traffic report			
music			
jokes (humour)			

2. I can participate in the production of a radio show.

   My role in the production:

3. How I evaluate our class production: POOR ☐ GOOD ☐ SUPER ☐ EXCELLENT ☐

4. I understand the radio better now: NO ☐ YES ☐ A LOT BETTER ☐

5. I intend to practice English by listening to the radio: NO ☐ YES ☐ SOMETIMES ☐

Self-Evaluation Chart

NAME: HOMEROOM:

1. Quand j'écoute un poste de radio en anglais:

   1 Je comprends.
   2 Je comprends presque tout.
   3 Je comprends en partie.
   4 Je ne comprends rien.

	intérêt 1 2 3 4	évaluation 1 2 3	
l'identification du poste			
l'heure			
la météo			
les nouvelles			
les annonces publicitaires			
les nouvelles du sport			
la circulation			
la musique			
l'humour			

2. Je peux participer à la production d'une émission de radio.

   Mon rôle dans cette réalisation:

   ____

   ____

   ____

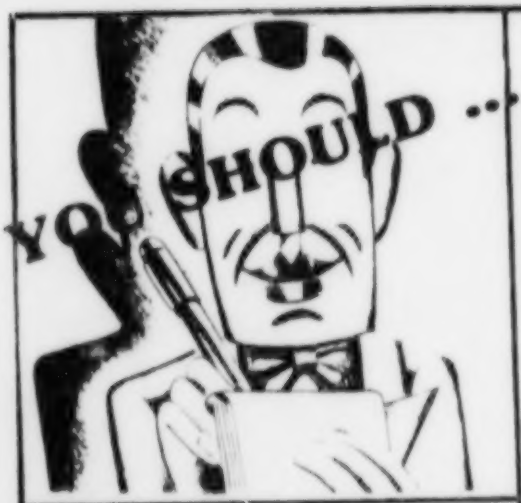
   ____

   ____

3. J'évalue la réalisation de notre émission: [illegible] ☐ [illegible]IEN ☐ SUPER ☐ EXCELLENT ☐

4. Je comprends mieux la radio en anglais main[illegible] [illegible]ON ☐ OUI ☐ BEAUCOUP MIEUX ☐

5. J'ai l'intention de pratiquer l'anglais en écoutant la radio: NON ☐ OUI ☐ QUELQUES FOIS ☐



TAKE NOTES

LISTEN VERY CAREFULLY

RADIO SHOW

LISTENING TO A RADIO STATION

Students will be called upon to:

1. listen actively for clues to meanings;
2. take notes;
3. develop patience and appreciation for repeatedly listening to the same bits of a tape;
4. talk about their initial level of understanding in comparison to the gains they have acquired at the end of this subsection.

STATION IDENTIFICATION

Task:

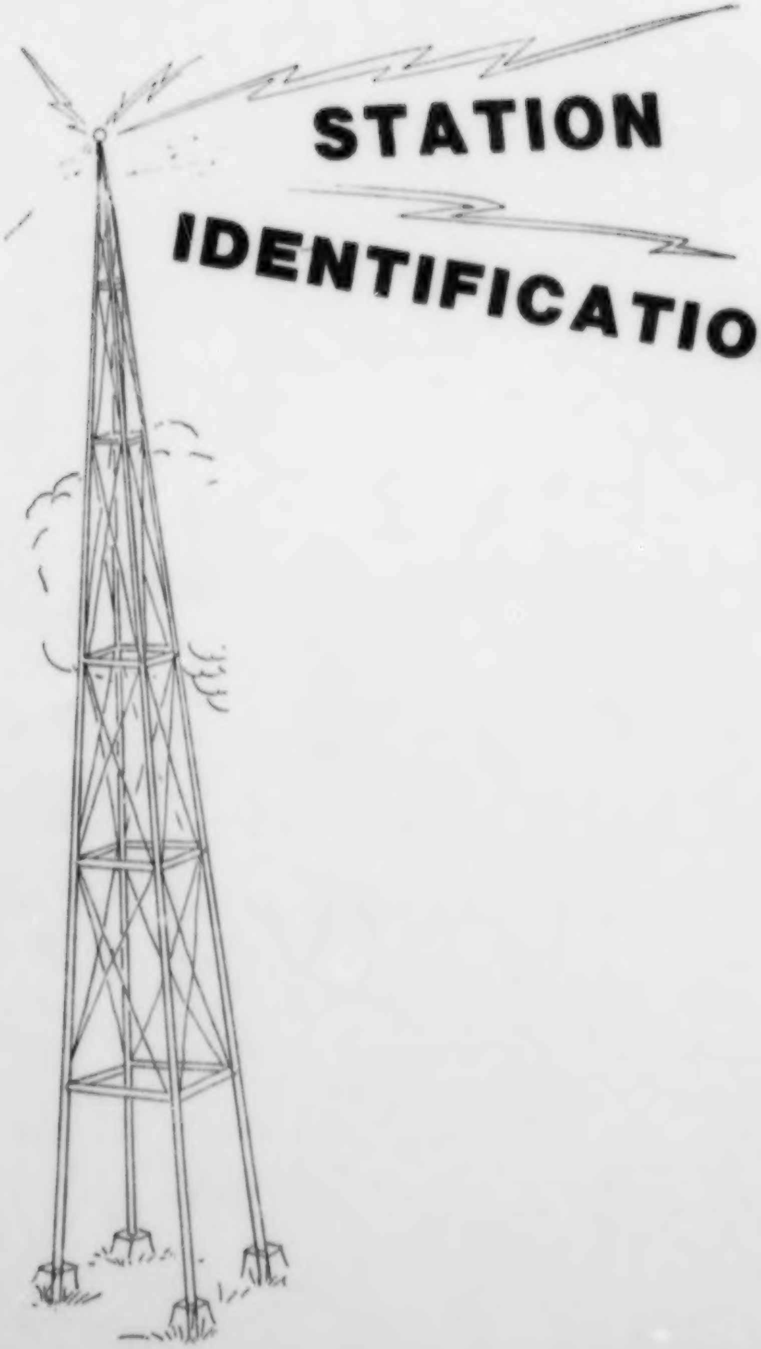
1. Listen to TAPE ONE until we hear the name of the radio station. Write it down.
   Is it repeated more than once?
   If so, how many times? By whom?
   Before and after what?
   (If the tape is listened to in any great length, keep OUTLINE on hand for data listings.)
2. Make a complete list of radio stations around Montreal.
   List stations according to language spoken.
   Which stations play English music?
   List their STATION IDENTIFICATIONS.
   Produce a poster with the listings for the classroom.
3. Are we familiar with popular radio stations outside Montreal?
   Where and which ones?

Extended activity:

Different radio stations cater to different audiences.

Who tends to listen to which stations?
Which stations attract the youth sector of the population?
Which stations do students in this class prefer?
What types of music do they promote?

STATION IDENTIFICATION



TIME

BRAINSTORMING:

You have already listened to the entire tape one time.
Do you remember hearing the time of day mentioned on the tape?
How often did this happen?
Before and after what?
Jot down your guesses. (May be recorded on blackboard)
What times were mentioned and what were the expressions used to tell time?

Task:

Listen to the TAPE again.
Spot the mentions of TIME.
Jot down the different expressions used for telling time.

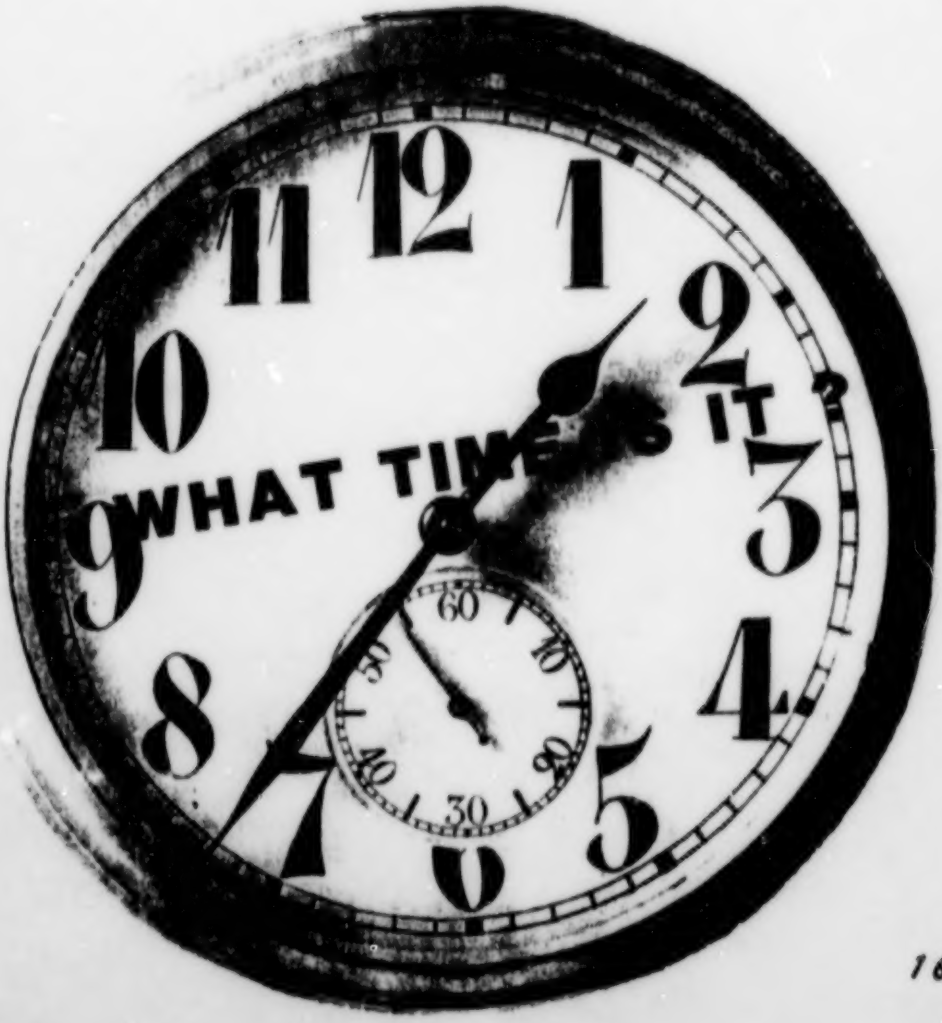
Extension:

How well can you tell time in English?
In what different ways can we express a given time?
Examples?

Note:

Keep OUTLINE on hand for data listing.
(See extended activity, page 8.)

TIME


WHAT TIME IS IT ?

WEATHER REPORT

BRAINSTORMING:

Have you ever listened to an English weather report before?
Why is the weather report repeated so often in a day?
When are we most likely to be interested in listening to weather reports?
What words could we use to describe today's weather?
What words could we use to describe the weather this season?

Task:

1. Listen to the weather report. (TAPE)
   Do you find it easy or difficult to understand? Why?

   a) Write down as best you can the key words that describe today's weather.
   Look up the proper spelling in the dictionary.
   What season are we referring to?

   b) Write down more than key words.
   Write expressions, parts of sentences or whole sentences used in the weather report.

   c) (This task could be done by 3 or 4 of the better students.)
   Is anyone capable of listening to and transcribing the whole weather report?
   If so, do it, then write it on the blackboard (or stencil) to be shared with the others.

   Everyone listens to the tape once again, but this time follows with the written text.
   Is it easier to follow if we have a script before our eyes? Why?

2. The teacher may list key words from the weather report on the blackboard in scrambled order.
Listen to the tape.
In what order do these words appear?
How much of the weather report must be guessed?

Extended activities:

1. Find key weather words likely to be used in weather reports in each of the four seasons.
Make a stencil.
Keep with reference notes in duo-tang.

2. At home, find the names of current weather reporters on Montreal radio stations.
How many can you find within a limited time? (a week...)

3. Listen to an English weather report on T.V. or radio tonight (tomorrow night... this week).
Write down the key words that clue you in on all you don't understand because it is being read too fast.
Learn to write these words correctly.
Bring them into class on...

4. Why and when can it be useful to know how to express statements about the weather?

   - because they are often used in small-talk between strangers as conversation openers;

   - in case of unpredicted storms, hurricanes, etc. if we are on vacation;

   - if we want to know skiing or boating conditions;

   - etc.

WEATHER REPORT

THE NEWS

Preparation:

Who reads the news on radio? - The news broadcaster.
Do you expect to be able to understand the news you are about to hear? Why?
What factors will help us clue in on the topics that are being discussed?

- familiarity of subject matter in our native tongue;
- similarities between certain French and English words;
- etc.

Task:

1. Listen to the NEWS BROADCAST.
   a) How many topics are mentioned?
   b) How many of these topics are familiar to us?
      List them.
   c) Which words are already familiar to us?
   d) What bits of information were we able to pick up?

2. If we were to make a school NEWS BROADCAST, what topics would be of interest to us and to the other students in the school?

Extended activity:

Follow the taped NEWS BROADCAST on a written script.
Is it easier to follow?
Who can imitate the broadcaster by reading the script to the class?

3. Fill in the WHO SAID? ...WHO DID? page.
   (advanced students)

THE NEWS

SPORTS NEWS

WHO SAID... ? WHO DID ...?

FAMOUS PERSONS IN THE NEWS

COMMERCIALS

Preparation:

What do we call interruptions that occur at regular intervals?
(They are paid for by advertisers. They help the radio stations meet the costs of programming and production.)

- commercials

Task:

1. Listen to the TAPE.

How many commercials come over the air?
What comes before and after?
Who are the SPONSORS?
What is being advertised?
Have we heard similar French commercials?
What sound effects are used?
What type of audience are the commercials directed at?
Which words enhance the product?
What is our response to this particular commercial? ... to these commercials?
Are commercials easier to understand in English than news broadcasts? Why?

SPORTS NEWS

Preparation:

Why is the sports cast easier to understand than the news broadcast?

- familiarity of subject matter

Task:

Listen to the SPORTS NEWS.
List the teams and athletes named.
What do you know about these people?

COMMERCIAL$

....AND NOW THIS WORD FROM

OUR SPONSOR ...

TRAFFIC REPORT

Preparation:

What do you expect to hear in a traffic report?
Which main arteries in this city are likely to be mentioned?
Which parts of the city are likely to be congested? When?

Task:

Listen to the TRAFFIC REPORT on the tape. Report what you can, in telegraphic style, on the traffic report sheet.

Suggestion:

Traffic reports are short and they are also frequent during rush hours.
Pay close attention to traffic reports whenever you chance to hear them.
With an attentive ear and repetition you can quickly pick up on vocabulary and comprehension.

TRAFFIC REPORT

MUSIC

Preparation:

How many different kinds of music can you name?
What kinds of music do adults tend to prefer?
What kinds of music do young people prefer?
What is your favorite type of music? Why?
What kinds of music do we hear on different radio stations?
What role does music play during radio broadcasts?

Task:

Listen to the TAPE.
How many times is music used?
In what situations is it used?
Do you like this type of music?

Extended activity:

If you were to select music for a radio show of your own, what would you pick as:

- opening musical selection?
- background music?
- top-hits?
- closing musical selections?

Which musicians would you interview? Why?

JOKES

Preparation:

What is the role of humour in a radio show?

Task:

1. How many elements of humour were you able to catch during this radio show?

2. Who were the elements of humour directed at, other than the audience?
Who were the instigators?
What were the topics of humour?

3. Do you know any English jokes?
Find one for homework.
Who can you consult or where can you look?

TURNTABLE Music

TOP SONGS

JOKES

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ____________

What I didn't like: ____________

What I'll do differently next time: ____________

How long did it take to cover this section? ____________

Did I use extra material? ____________

Other comments: ____________

MORNING SHOW

ON

RADIO

Early Bird SHOW

NOW

IT'S YOUR TURN

PRODUCTION

Students will be called upon to:

1. produce a radio show.

Handouts:

- Cover page
- Activity pages, as required

Teacher preparation:

Turn your classroom into a RADIO STATION.
PRODUCE a RADIO SHOW.
Organize, prepare and tape the production on audio cassette.

1. Select a RADIO CREW.

Who is the broadcaster?
the news reporter? (on location)
the on-the-scene interviewer and survey consultant?

Who is the weather reporter?
the traffic reporter?
the sports commentator?
the disc jockey?
the humourist?

Who prepares commercials?

Who are the recording technicians?

Who is the chief co-ordinator?

2. Direct the operation.

1. Brainstorm with students to establish an overall-view.
Upon which issues will the broadcast be based?
Who is the show being taped for?
From which angle will each topic be approached?
What will the radio station be named?

2. Carry out the various elements of the production simultaneously.

3. Evaluate:

How well does each student handle his/her role?

How well has the group learned to produce collectively, each segment contributing its distinctive share?

How many kids enjoyed being actively involved?

Extended activities:

1. Edit a VIDEO montage of the radio show while it is being prepared and during its final recording session(s).
OFFER COPIES (audio tape/video cassette) to the students as collectable school paraphernalia of yesteryears.
Show to the parents. Listen to their comments, opinions and suggestions.

2. Exchange similar tapes and cassettes with other schools who have done likewise.
Compare, comment, compliment and thank the sender.

3. Improve your techniques.
Tackle a second production.
Compare your results and levels of acquired expertise.
Examine student behavior:
   - which students favour which roles?
   - which students seek new roles?
   - which students have excelled?
   - which students have experienced difficulties?

4. Produce a VIDEO T.V. SHOW.
Visit channel 6 or 12.

5. Overlook 2, 3, 4, above.
   Concentrate on 1.
   If it flops, destroy tape.
   TRY AGAIN.
   Good luck!

6. Encourage students to concentrate on second language comprehension by listening to English radio and T.V. stations.

In retrospect:

1. What does the final production sound like?
2. What further adjustments could have been made?
3. How much have you learned?
4. Would you undertake such a production again?

Note to the teacher:

Different students may be working simultaneously on different assignments of the radio show production.
A complete written coverage of the RADIO SHOW per student may be obtained by having each group of students make and share with the class a stencil of its contribution to the production.

PLAN YOUR PROGRAM

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

RADIO-SHOW

PROGRAM

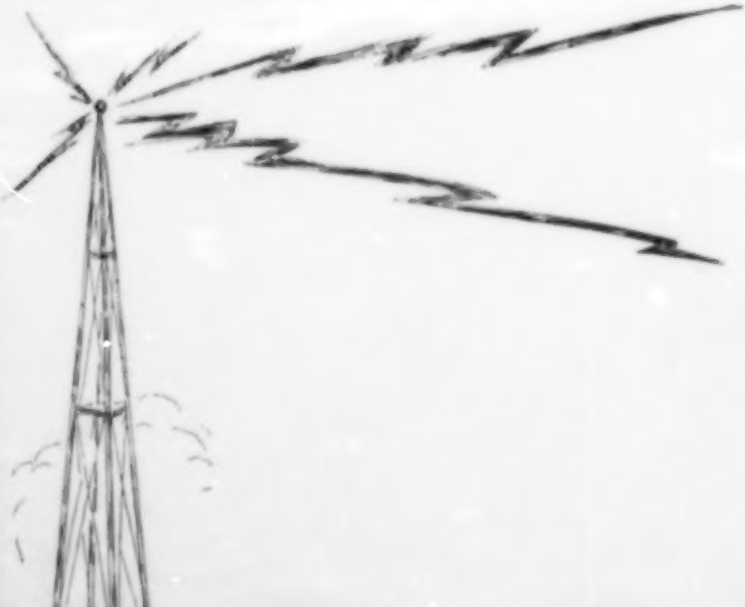
OUTLINE

	FOR CASSETTE RECORDER Reference	COUNTER NUMBER
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		

RADIO-SHOW

RADIO

STATION IDENTIFICATION

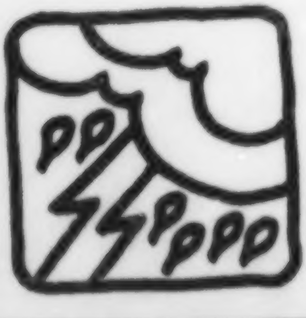


38

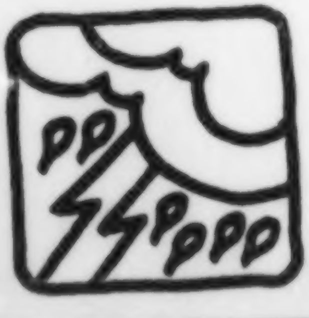
TIME

YOU'RE ON THE AIR

WEATHER FORECAST



WEATHER FORECAST



THE

TARS

NEWS

YOU'RE ON THE AIR

HOW TO DO

RADIO COMMERCIALS

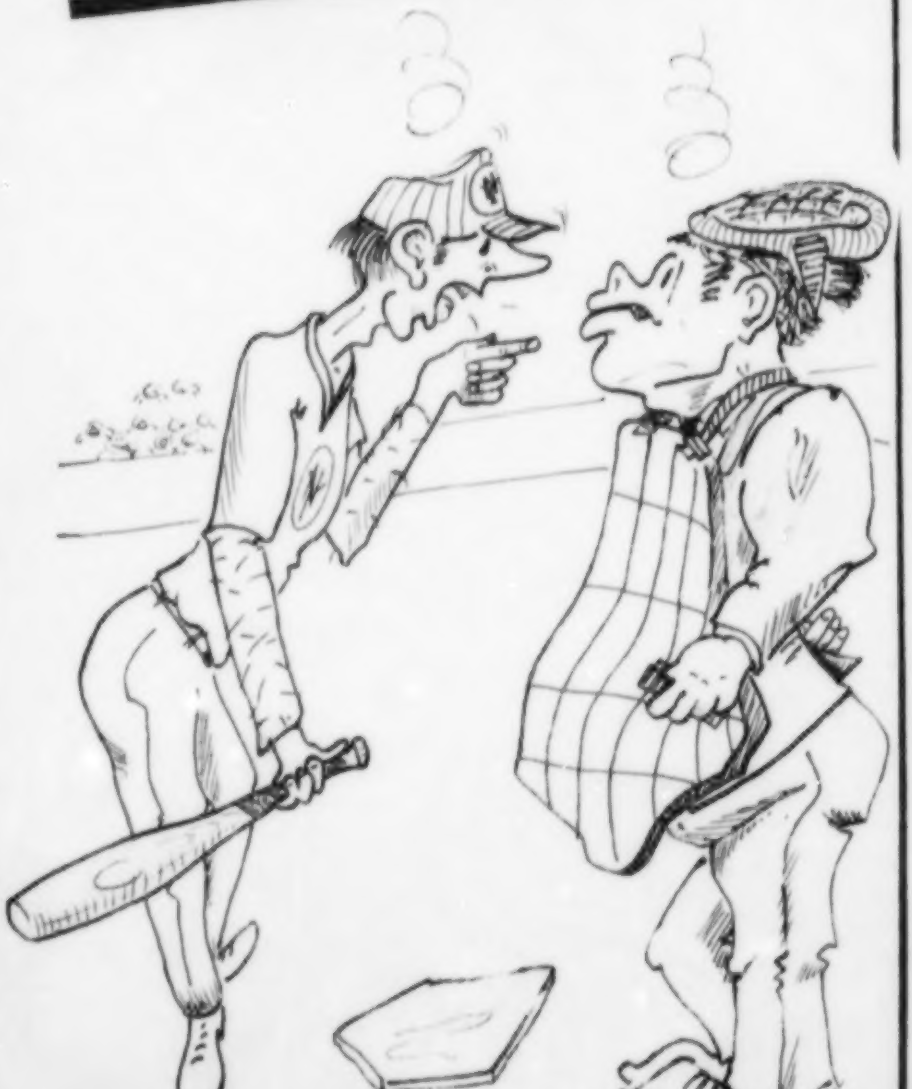
TARS RADIO

////// SPORTS //////

SPORTS SCORES

TRAFFIC REPORT

Straight Talk



CALLING

TARS

RADIO

HOTLINE

YOU'RE ON THE AIR

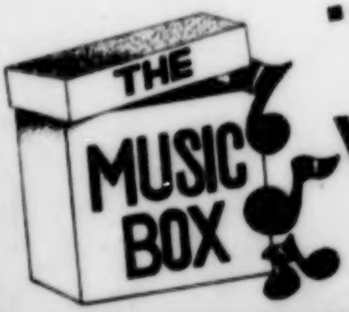
SURVEYS

PUBLIC OPINION POLLS

TARS

TOP HITS

SWINGING
SOUNDS


THE
MUSIC
BOX

.... SINGLES
ALBUMS
VIDEOS
CASSETTES

WHAT WHERE

WHO WHY

WHEN HOW

AN INTERVIEW

JOKES

WIN!

CONTEST

TELEVISION VERSUS RADIO

Task:

Select an item from ON THE AIR, such as the news or the sports commentary.
Listen to it on the RADIO and then watch it on T.V.
Compare both.

Which is easier to understand? Why?
What advantage does visual support offer?
If you were in an all English environment, which media would you choose, radio or T.V.? Why?

Extension:

Select a current issue of interest to all.
Record the T.V. report on video cassette; the radio report on audio cassette; clip and mount the newspaper report.
Compare.

TELEVISION VERSUS RADIO

NEWS

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ______________________________

____

____

____

What I didn't like: ______________________________

____

____

____

What I'll do differently next time: ______________________________

____

____

____

How long did it take to cover this section? ______________________________

____

____

Did I use extra material? ______________________________

____

____

Other comments: ______________________________

____

____

IV

Extracurricular GUIDE

RADIO

Refer to:

- *Production of a radio show* page 53

LOCAL STATIONS

CFCF - AM 60
CBM - AM 940
CJAD - AM 800
CKGM - AM 980
CBM - FM 93.5
CBF - FM 100.7
CJFM - FM 96
CHOM - FM 97.7
CFQR - FM 92.5
CKOI - FM 96.9

TELEVISION

WCAX - 3 (CBS)
CFCF - 12 (CTV)
CBMT - 6 (*Radio-Canada*)
WPTZ - 5 (NBC)
WETK - 33 (PBS)
CJOH - 8 (*Cornwall*)
WMTW - 8 (ABC)
WVNY - 22 (ABC)
Muchmusic (*cable* 29)

PROGRAMMES

The Dukes of Hazard
The Facts of Life
Just Kidding
Magnum P.I.
Pull'n'on the Hits
Reach for the Top
Sesame Street
Three's Company
The Price is Right

VIDEO

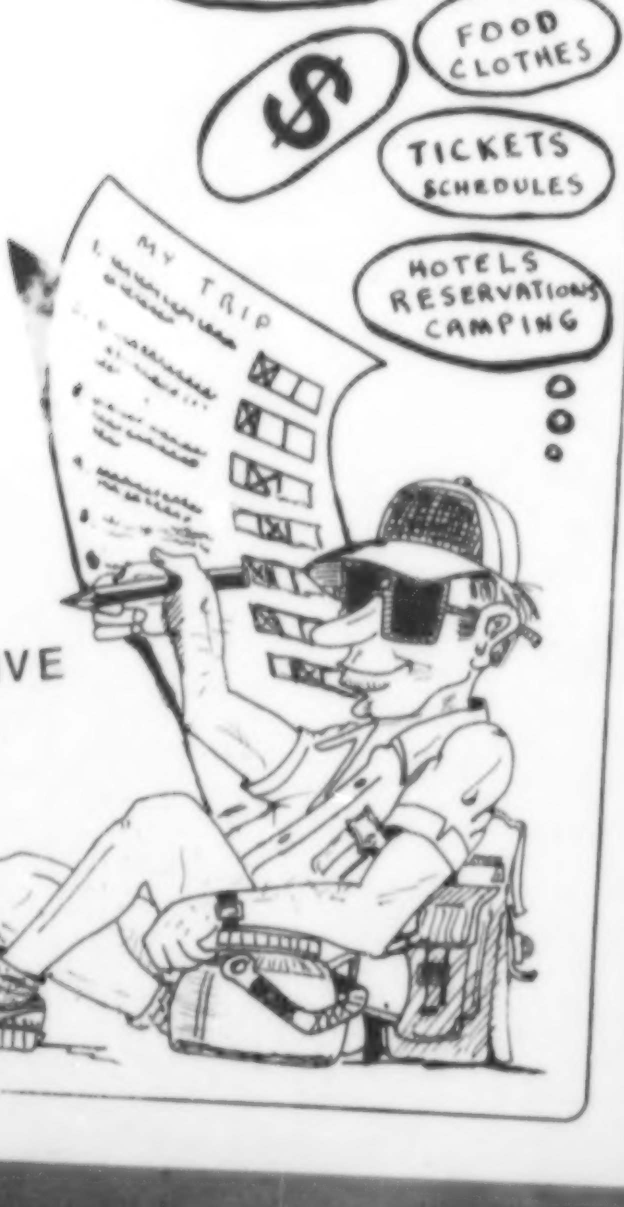
- Current listings available at neighbourhood video rental centres
- New publication:
  Video in Language Teachings,
  Cambridge Univ. Press, 1984, CEC.

CINEMA

- National Film Board E.S.L. Handbook listing films - rental fee.
- B.M.E. (Bureau Moyens Éducatifs)
  English section
  4590, rue D'Orléans
  Montréal
  Téléphone: 259-9027
- Cinématèque.

5

PLANNING A TRIP


$
FOOD
CLOTHES
TICKETS
SCHEDULES
HOTELS
RESERVATIONS
CAMPING
MY TRIP

a series of

COMMUNICATIVE ACTIVITIES

INDEX

PLANNING A TRIP

PAGE

Integrating Objectives 3
Cross-Reference 4
Guidelines 5
Preliminary 6
Self-Evaluation 13
Activity Sheets 14
Extracurricular Guide 24

INTEGRATING OBJECTIVES

PLANNING A TRIP

1.5	*Documentaires sur un livre*	*Compréhension orale*
5.1	*Menus*	*Compréhension écrite*
5.2	*Horaires*	*Compréhension écrite*
5.3	*Catalogues*	*Compréhension écrite*
6.4	*Annonces d'activités*	*Compréhension écrite*
6.7	*Brochures touristiques*	*Compréhension écrite*
9.1	*Fiche de renseignements personnels*	*Production écrite*
9.2	*Cartes postales*	*Production écrite*
10.1	*Invitations*	*Production écrite*
11.1	*Cartes postales*	*Production écrite*
11.3	*Lettres de remerciements*	*Production écrite*
12.2	*Echanges de propos concernant une activité passée*	*Production orale*
13.2	*Echanges de propos en vue de réaliser une activité*	*Production orale*
13.4	*Echanges de propos en vue d'entrer en communication avec quelqu'un*	*Production orale*

CROSS-REFERENCE
PLANNING A TRIP

	Unités fonctionnelles CECM
I'm going on vacation	1.23
I'm going on a trip	2.22
Travelling	Learning Situation A.T.E.S 1 F
A trip to P.E.I.	CSR de la Péninsule 2 D
Planning a trip to Great Britain	CSR de Chambly 1 B
Cross-country skiing	1 C
Get to know Canada	C.E.C.Q. 1 E
A visit to Quebec City	A.T.E.S. 1 H
Alpine skiing	A.T.E.S. 1 I
Down Pioneer Road	A.T.E.S. 1 J
Travel talk	1 K
A weekend camp	CSR de Chambly 1 L
The camping trip	CSR de la Péninsule 2 B
Man in his World	CSR Provencher
Planning a student's exchange	CS d'Abitibi
The Sugar camp	CSR Harricana
Announcement	Daily English Sec. I - II Commission Scolaire Manicouagan 1980-81

GUIDELINES FOR TEACHER PERFORMANCE

PLANNING A TRIP

INTRODUCTION

PURPOSE

- *awaken and develop interest in travel;*
- *expand geographic knowledge of the world;*
- *develop skills in planning;*
- *foster good work habits within a team;*
- *stimulate fair team-competition;*
- *inspire sustained interest in a challenging team project;*
- *promote creativity within a limited framework;*
- *motivate students to seek help in English beyond the classroom.*

EXPECTATIONS

Using English documentation and help sought outside the classroom, be able to:

- *write out a schedule, an itinerary and a detailed budget;*
- *list tourist attractions;*
- *list baggage contents;*
- *enumerate words or phrases required for survival language.*

PRELIMINARY

This UNIT is presented as an OUTLINE for planning a trip.

Students will be called upon to:

1. select a destination;
2. visit a tourist agency;
3. determine the mode of travel:
4. obtain schedules;
5. make reservations;
6. plan a budget;
7. list tourist attractions;
8. learn survival language;
9. list essential luggage.

Handouts:

- Activity pages, as required

Preliminary BRAINSTORMING:

1. Conduct a SURVEY:

   - Which places have we visited in Quebec?
   - Which places have we visited in other provinces?
   - Which places have we visited in the U.S.A.?
   - What other countries have we been to?

   Chart route of our different trips on a provincial, a national and a world map, so as to produce a class ensemble.
   Compare with other homerooms.

2. Discuss to what extent our grandparents were able to travel.
   How and where did they go?
   Were holidays and business trips popular motives for traveling?

To what extent do our parents travel more than our grandparents did?
For what reasons?
Where have our parents traveled to?

How much traveling do we expect to do in our lifetime?
Where?
For what purposes?

Will our children and our grandchildren travel more?
Will they travel to outer space?

What benefits can we derive from traveling?

3. *Through* BRAINSTORMING, *elicit the kinds of preparations involved in planning a trip, whether long or short, whether to a far-away destination or to a city closer to home:*

    - *choice of destination*
    - *agencies, modes of travel, schedules, itinerary, reservations*
    - *budget, foreign currency, travelers cheques*
    - *passport, insurance*
    - *tourist attractions*
    - *travel log*
    - *survival language*
    - *choice of items to put in our luggage*
    - *etc.*

Tasks:

1. *As a brief assignment, plan a weekend trip for two to a destination in Ontario or in the New England states.*
   You are limited to a 400$ budget.

    - *Where will you go and how? With whom? When?*
    - *Plan schedules and itinerary.*
    - *What do you expect to visit and do there?*
    - *Where will you stay?*
    - *What baggage do you need to take along?*
    - *List a few questions you may need to ask once you have arrived.*
    - *Plan your budget.*

2. Form groups of four or five members each.
   You are challenged to a PLAN-A-TRIP CONTEST!

   - Each team must select an interesting destination anywhere on the Earth where English is spoken.
     All the necessary planning and arrangements must be dealt with by the team.
     Use the OUTLINE provided for you as a GUIDE.
     Get all the outside help you possibly can.

     BE AUTHENTIC:

     Visit a travel agency. Speak about your project with the travel agent. Ask for maps, pictures or posters, brochures and schedules.
     Inquire about cost, food, lodging, foreign currency, etc.

     What reservations need to be made? Where? What do you intend to do there? How long will you stay? When will you leave?
     Plan your budget accordingly.

     Prepare a list of useful expressions that will help you understand and be understood in English.

     Determine the contents of your luggage.

     Add other elements you deem to be pertinent.

   - BEWARE:

     Your project will be graded by your teacher or by other preselected judges according to the THOROUGHNESS and AUTHENTICITY of your planning.
     A good presentation is important too!

     Your project will be judged by your fellow classmates according to the level of INTEREST sustained by your choice of destination, itinerary, planned activities, etc.

Extended activities:

1. Once a trip has been planned, each team may enjoy creating its own publicity to promote a sales campaign.
   Which team has the most to offer?
   Which team is the most convincing?
   What form of publicity is best exploited:
   - a newspaper display AD, a radio or T.V. commercial on tape or video, a billboard poster, a travel agency brochure?

   Students may vote among themselves or select a panel of judges to determine the winning team.
   They should be encouraged to state the reasons for their preference.

2. Imagine you have reached your destination. Send three postcards back to your friends in Montreal.
   In one, write about the bad weather; in another, write about the fun you are having or aren't having; in the last one, express your feelings.

3. Students may prepare an itinerary for pen-pals, whether imaginary or real, who will visit them during a holiday, be it summer, Christmas or other.

Student outlook:

Students should be aware:

- that they are not expected to produce masterpieces of written English;
- that the project carries an element of competition as an incentive to "serious" planning rather than reward.

Extended activities:

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In retrospect:

1. Summarize what we did in this UNIT.
   What can we do now that we had never done before?
   What did we learn?
   What did we learn about team work?
   How shall we rate our level of enjoyment?
   Will having worked on this project influence us in any way the next time we travel?
   How?

2. Fill in the SELF-EVALUATION CHART and discuss.

Self-Evaluation Chart

NAME: HOMEROOM:

1. I love to travel: ☐ YES ☐ NO

I have traveled to: ________ ________ ________

I would like to travel to: ________ ________ ________

	EASY	FAIR	DIFFICULT	1 2 3 INTEREST	EVALUATION
2. I can choose an interesting destination.					
I can obtain and read maps, schedules and brochures.					
I know how to make reservations.					
I can describe tourist attractions.					
I can outline an itinerary.					
I can plan a detailed budget.					
I can list the items in my baggage.					
I have learned tourist survival language.					
I can get along in an English restaurant.					

Self-Evaluation Chart

NAME:

HOMEROOM:

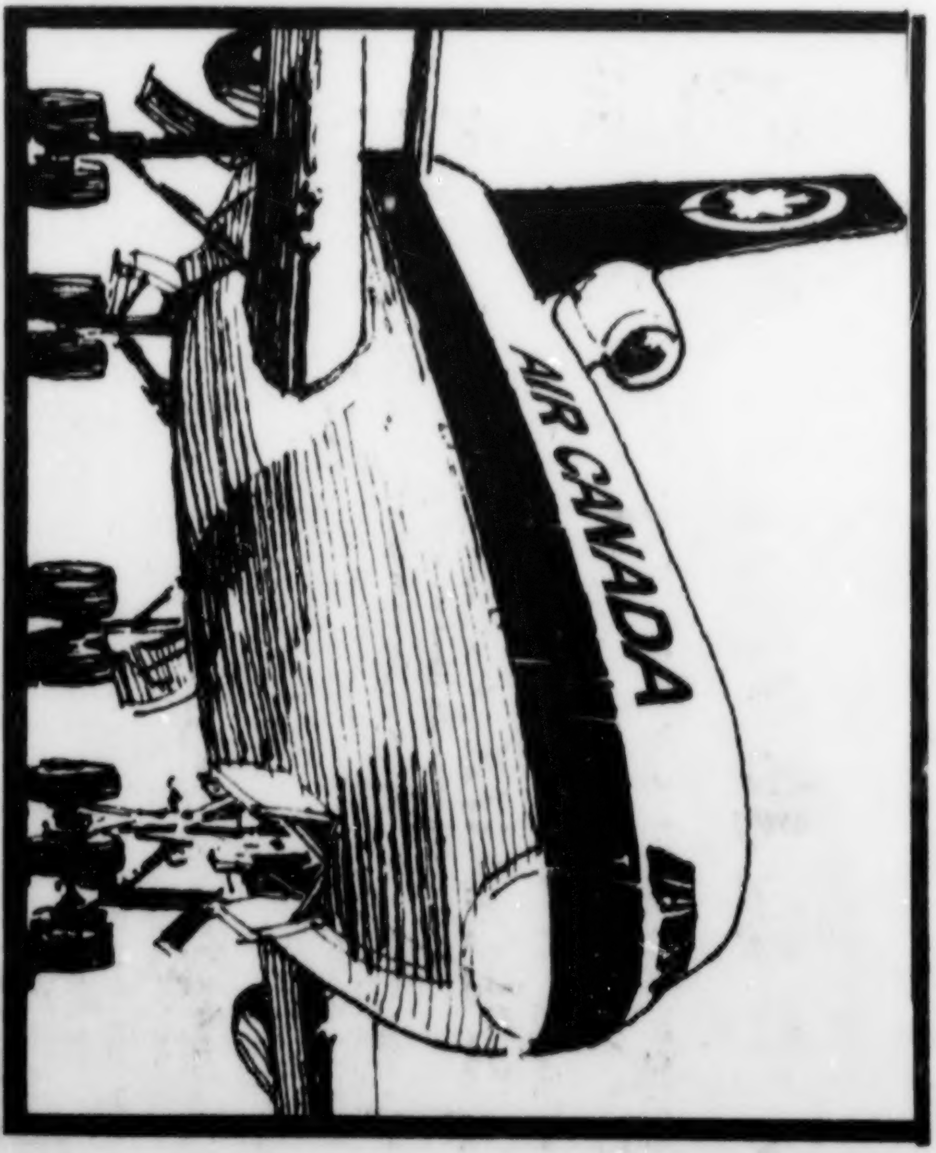
1. J'aime voyager: ☐ OUI ☐ NON

Je suis allé(e) à, au, en: __________ __________ __________

J'aimerais aller à, au, en: __________ __________ __________

2.	EASY	FAIR	DIFFICULT	1 2 3 INTEREST	EVALUATION
Je sais choisir une destination qui m'intéresse.					
Je sais me procurer et lire des cartes routières, des horaires et des dépliants publicitaires.					
Je sais faire des réservations.					
Je sais décrire les intérêts d'un lieu touristique.					
Je sais préparer un itinéraire.					
Je sais préparer un budget détaillé.					
Je sais dresser une liste des articles inclus dans mes valises.					
J'ai appris les expressions du langage courant.					
Je sais me débrouiller dans un restaurant anglais.					

We can get you from here to there.



VISIT AGENCY

PLANNING

BOAT PLANE TAXI TRAIN

SCHEDULE

HOTEL RESERVATIONS

RESERVATIONS
HOTEL

$ EXPENSES $ BUDGET $

PLACES TO VISIT
SIGHTSEEING

ATTRACTIONS ACTIVITIES

ACTIVITIES...

DIRECTIONS

HOTEL

INFORMATION

GUIDE

THINGS

FIND
PLEASE

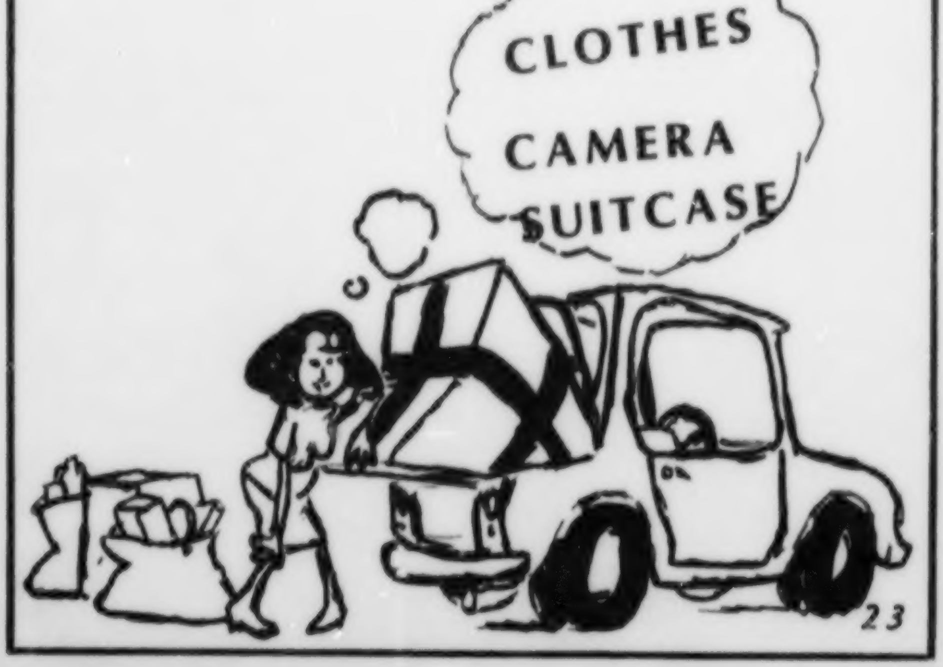
LANGUAGE ?

MENU

MENU

MENU

WHAT TO BRING ON A TRIP


CLOTHES
CAMERA
SUITCASE

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ______________________________

What I didn't like: ______________________________

What I'll do differently next time: ______________________________

How long did it take to cover this section? ______________________________

Did I use extra material? ______________________________

Other comments: ______________________________

V

Extracurricular GUIDE

PLANNING TRIPS

- Make a list of local tourist agencies.
- C.P. Air
  Air France
  Air Canada
  Delta Airlines
- Via Rail
- Voyageur Bus Depot
- Ships

TELEPHONE

LANGUAGE EXCHANGES

- Société éducative de visites
  et d'échanges au Canada
  1580, chemin Merivale, bureau 505
  Nepean, Ontario
  K2G 4B5
  Tél: (613) 224-2389 / (613) 998-3760

- S.E.V.E.C. - Service aux étudiants
  a/s M. Frank Caranci
  C.E.C.M.
  3737, rue Sherbrooke est, 3e nord
  H1X 3B3
  Téléphone: 598-6334

6

TELL me!

a series of COMMUNICATIVE ACTIVITIES

REPORT CARD

INDEX

TELL ME !

PAGE

Integrating Objectives 3

Cross-Reference 4

Guidelines 5

Preliminary 6

Self-Evaluation 8

Activity Sheets 10

Extracurricular Guide 33

CROSS-REFERENCE

TELL ME !

	Unités fonctionnelles
	CECM
CAN I HELP YOU?	2.09
I SAW IT	2.20
IMAGINE	2.21

PRELIMINARY

Students will be called upon to:

1. write simple stories, alone or in groups;
2. seek help, outside the classroom, if necessary;
3. tell stories to their classmates;
4. produce a story book.

Handouts:

- Activity sheets, to be used according to interest and need

Preliminary BRAINSTORMING:

. Elicit appropriate vocabulary.

Note:

The following pages are intended as a disconnected set of story starters, to be spread throughout the year.

Suggested activities:

1. Set interesting stories aside for a class or school newspaper.
2. Collect stories.
   Edit a class story book towards the end of the year.
3. Hold a monthly contest.
   Have stories written up on scrolls.
   Have several groups participate.
   Exibit winning stories.

4. Some stories may be dramatized.
Other stories may be used in puppet shows.
Students feel more comfortable speaking in English behind the concealment of puppet booths.
These productions may be presented to other classes or video taped for student enjoyment.

5. Use an occasional story to practice ERROR ANALYSIS.

In retrospect:

How much help was I able to get?
How much was I able to do on my own?
How well do I handle basic English structure?
What did I find most difficult?
How can I improve?
How can writing stories be stimulating?
What have I learned?
How did I enjoy myself?
How involved did I become?

Fill in the SELF-EVALUATION chart and discuss.

CROSS-REFERENCE

TELL ME !

	Unités fonctionnelles CECM
CAN I HELP YOU?	2.09
I SAW IT	2.20
IMAGINE	2.21

GUIDELINES FOR TEACHER PERFORMANCE

TELLING A STORY

INTRODUCTION

PURPOSE

- *awaken and develop interest in story telling;*
- *develop ease and mastery of basic writing skills;*
- *provide an outlet for creative expression;*
- *motivate students to seek help beyond the classroom;*
- *develop a taste for reading;*
- *motivate awareness of progress through self-evaluation.*

EXPECTATIONS

Using English, be able to:

- *express, in writing, a chain of linked ideas around a simple task;*
- *produce a story under guidance sought beyond the classroom.*

PRELIMINARY

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Fill in the SELF-EVALUATION chart and discuss.

Self-Evaluation Chart

NAME: **HOMEROOM:**

	difficult	HELP NEEDED	I's interest	evaluation
I can tell a story.				
I can write a story.				
I can understand a story I hear.				

Self-Evaluation Chart

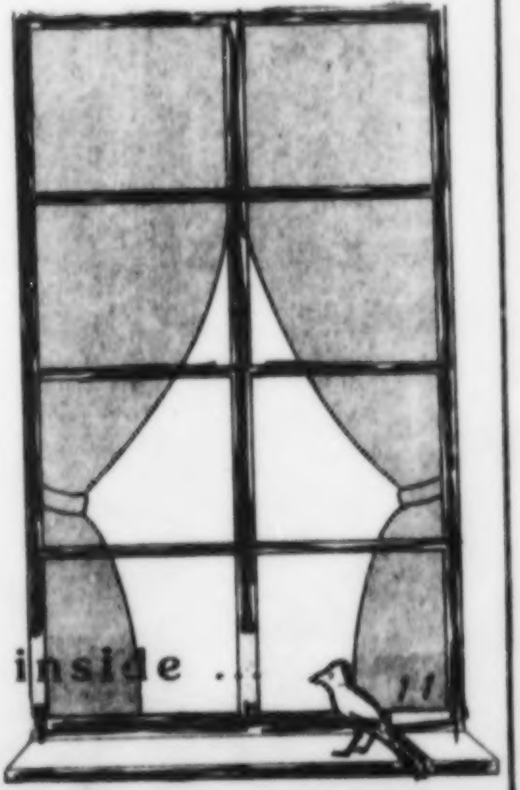
NAME: **HOMEROOM:**

	difficile	[illegible]	[illegible]	evaluation
Je peux raconter une histoire en anglais.				
Je peux composer une histoire en anglais.				
Je comprends l'histoire que j'entends en anglais.				

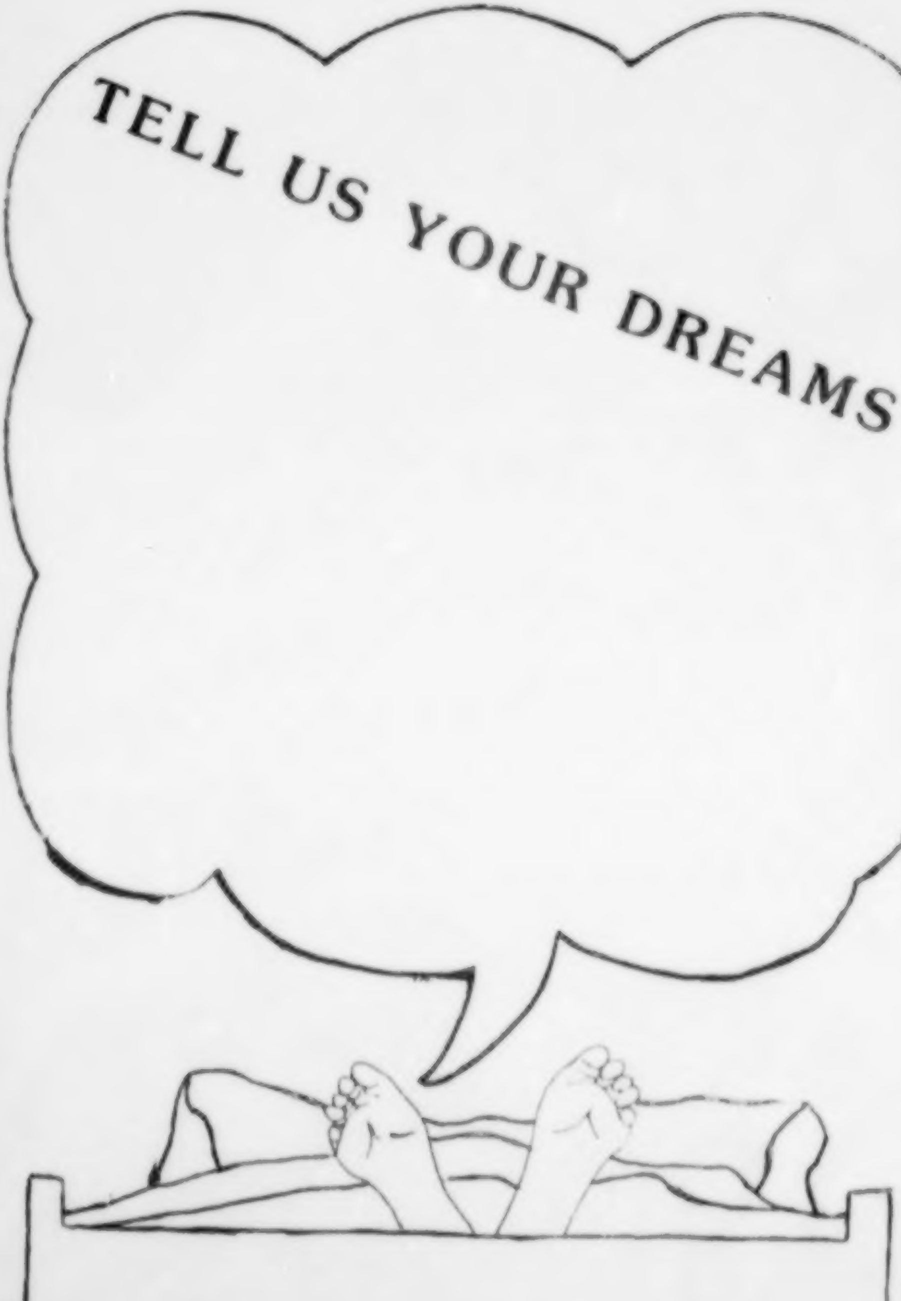
Mystery

AGATHA CHRISTIE

TELL US A MYSTERY STORY



WHAT'S
going on inside . . .

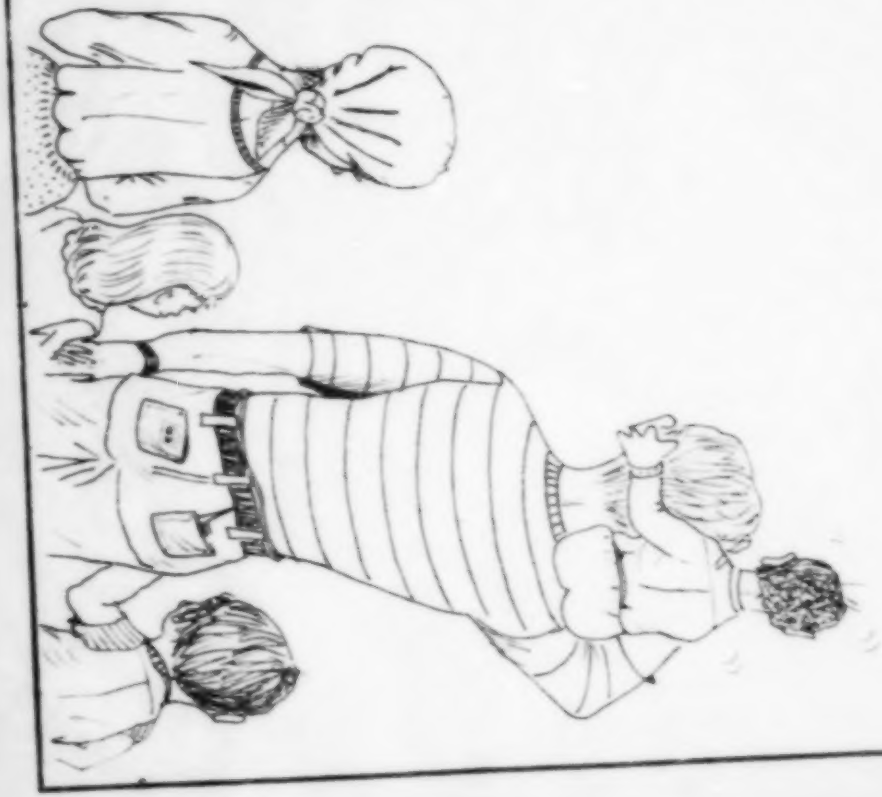

TELL US YOUR DREAMS

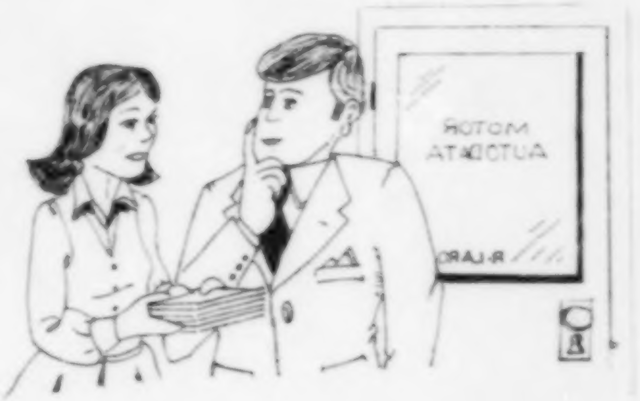
DISCOVER
EW WORLDS

WHAT DO YOU SEE
ON THE VIEWSCREEN
OF YOUR SPACESHIP ?

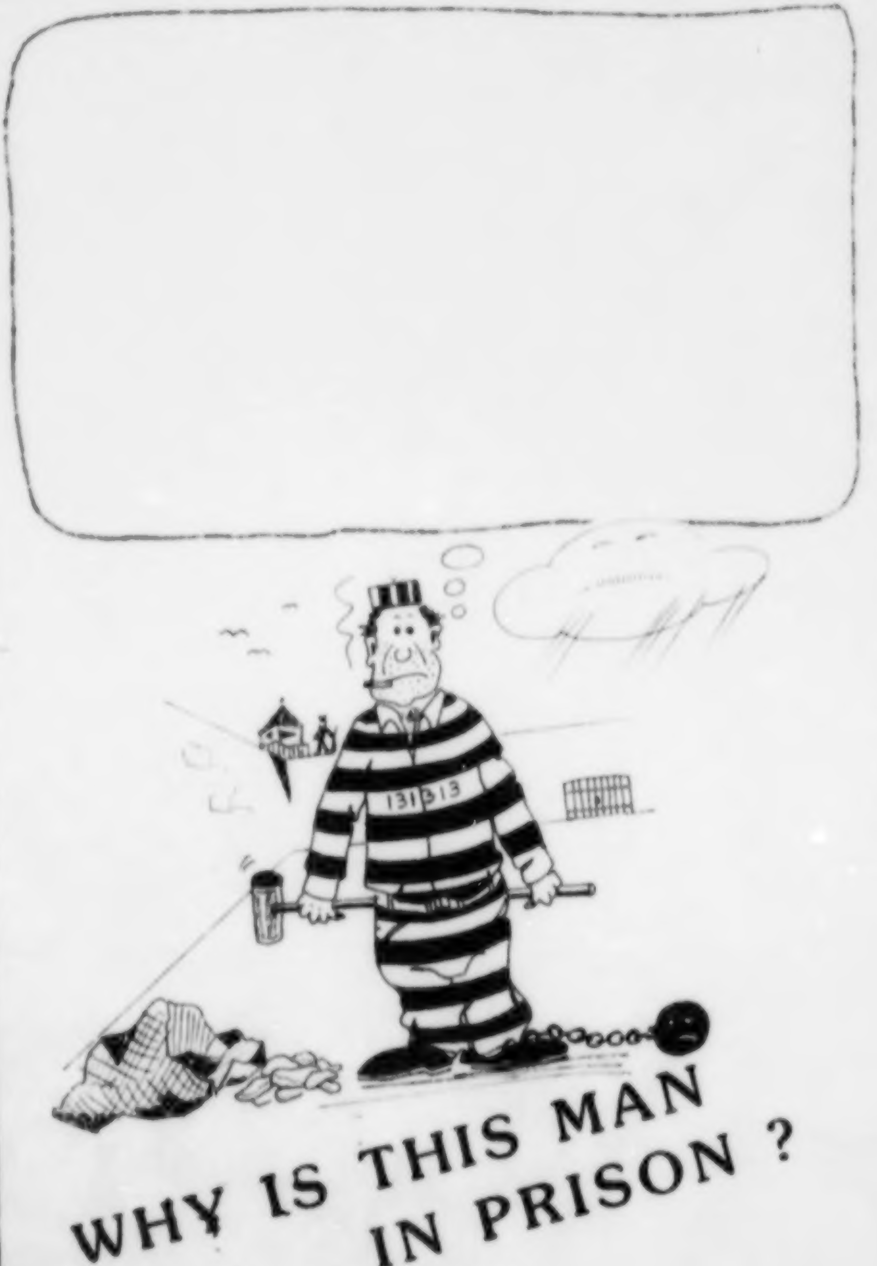
EXPLORING SPACE

WHAT ARE THEY LOOKING AT ...?

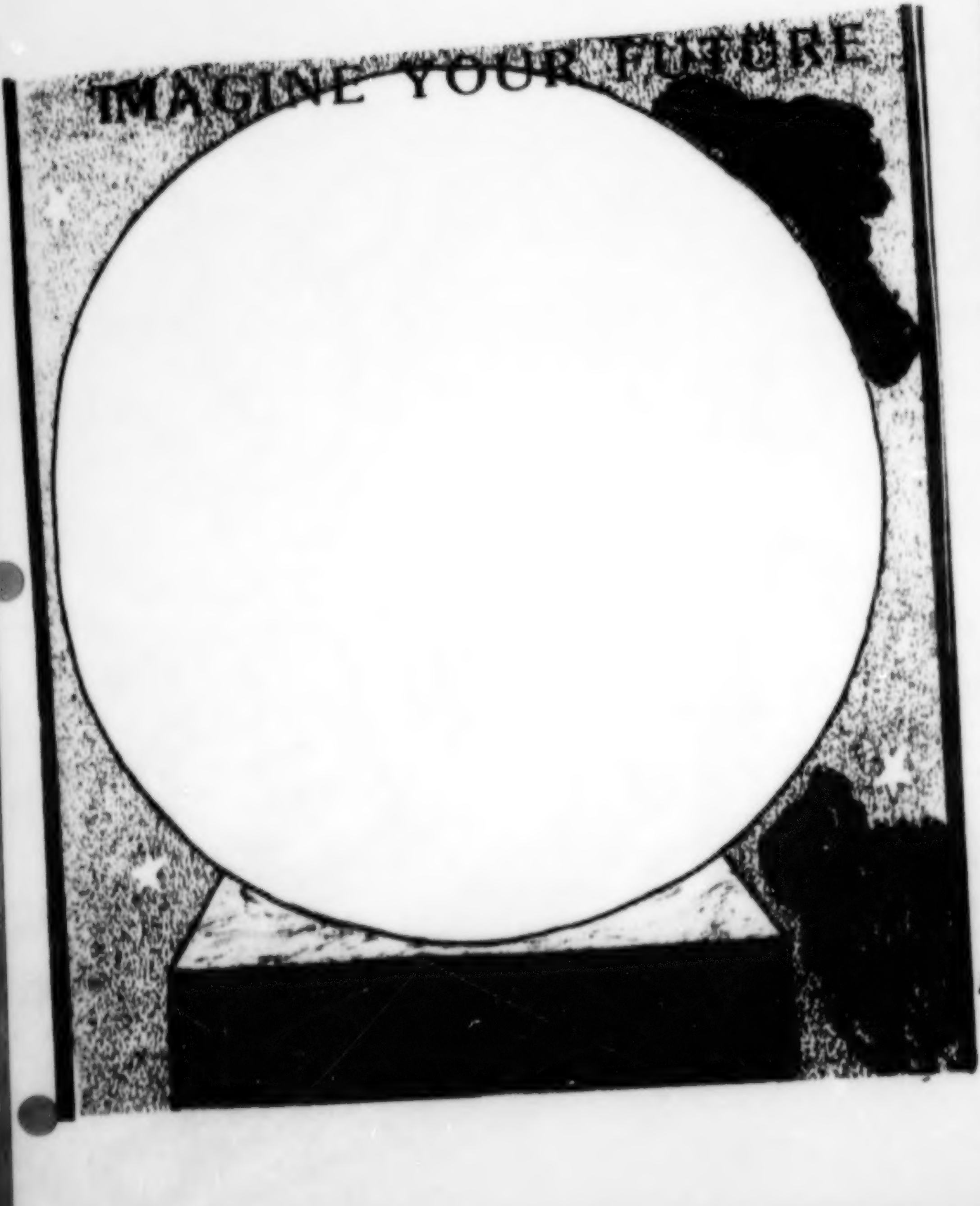



MOTOR
AUTODATA

WHAT IS SHE TELLING HIM ?

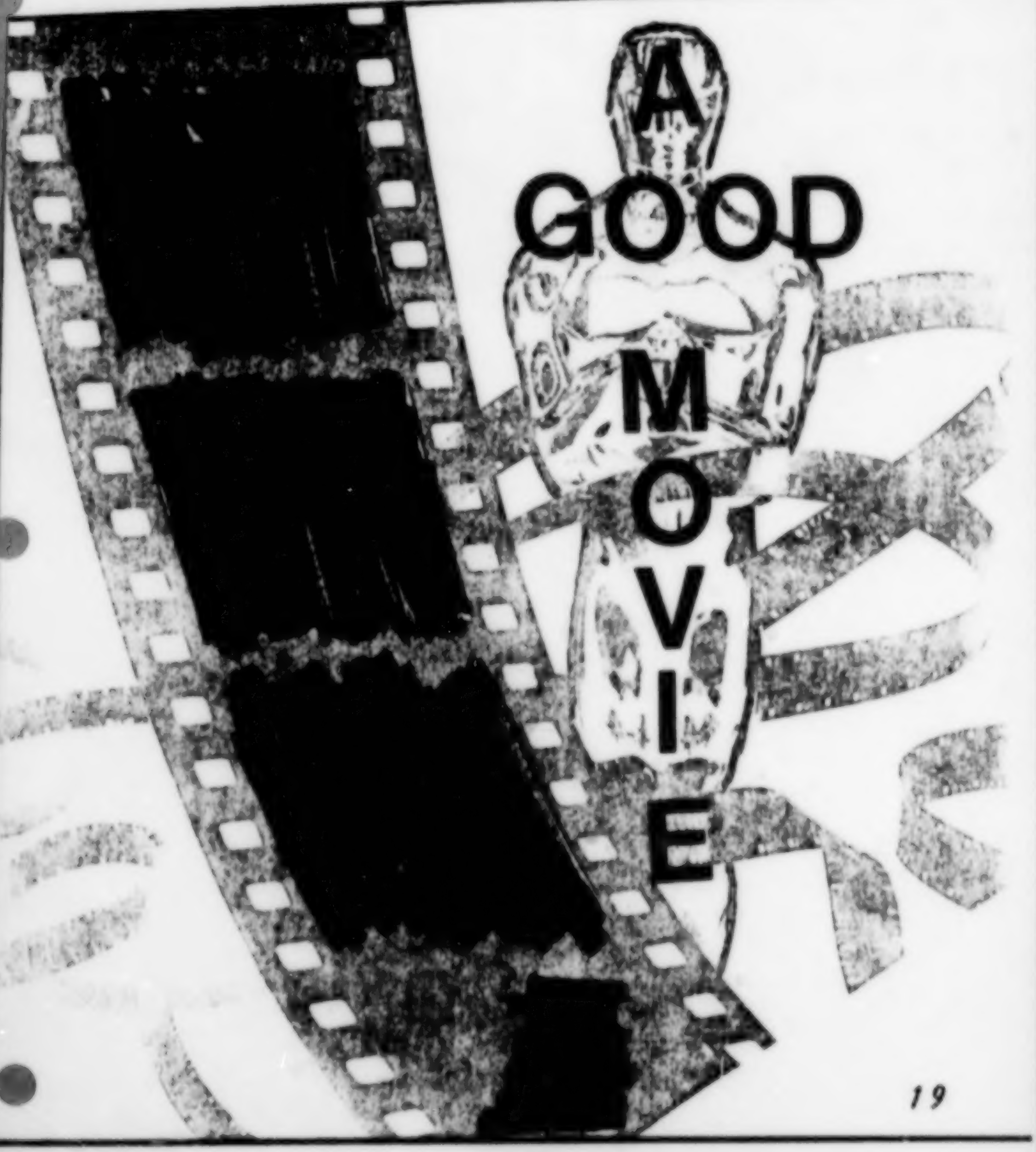


WHY IS THIS MAN IN PRISON ?


IMAGINE YOUR FUTURE

IMAGINE

YOU WIN ONE MILLION DOLLARS


A
GOOD
MOVIE

YOU'RE THE ARTIST

DESCRIBE

A STORY OF COWBOYS AND INDIANS

21

SUPER HEROES

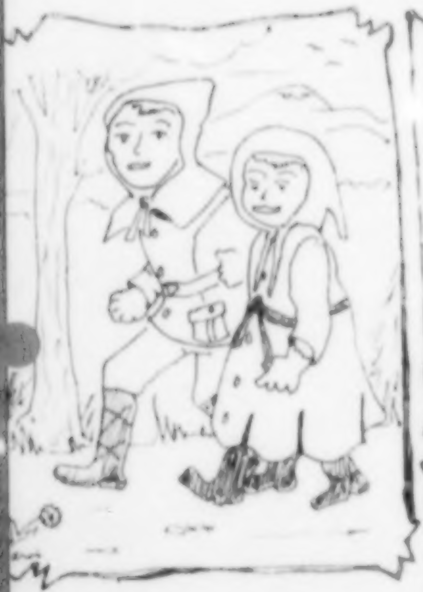
TELL
US
A
STORY
ABOUT

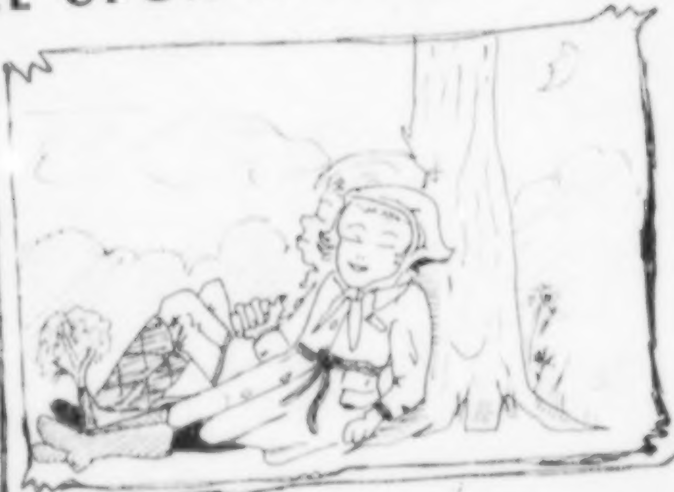
& VILLAINS

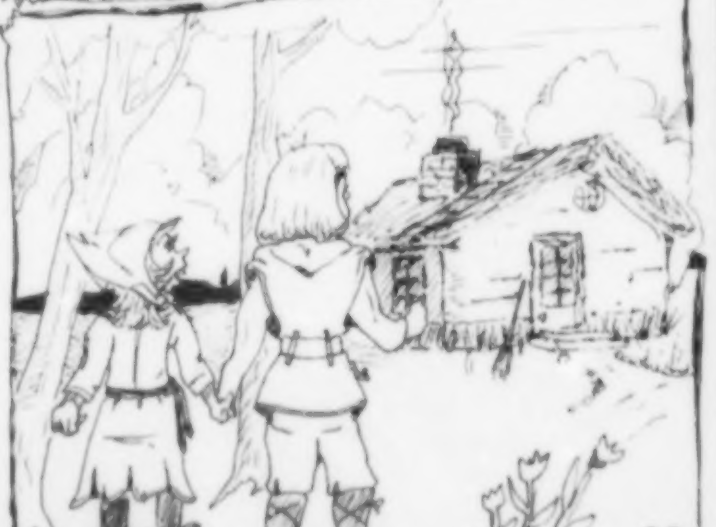
THE INVISIBLE MAN

safari

ONCE UPON A TIME







TELL
A
FAIRY
TALE

PROVERBS

FABLES

JOKES

DO YOU KNOW...

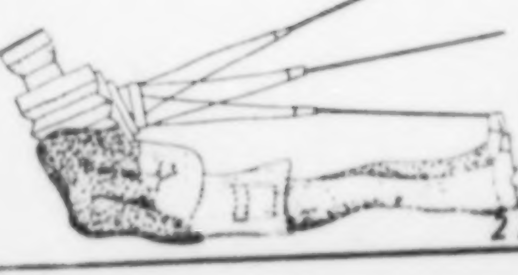
PROVERBS

FABLES

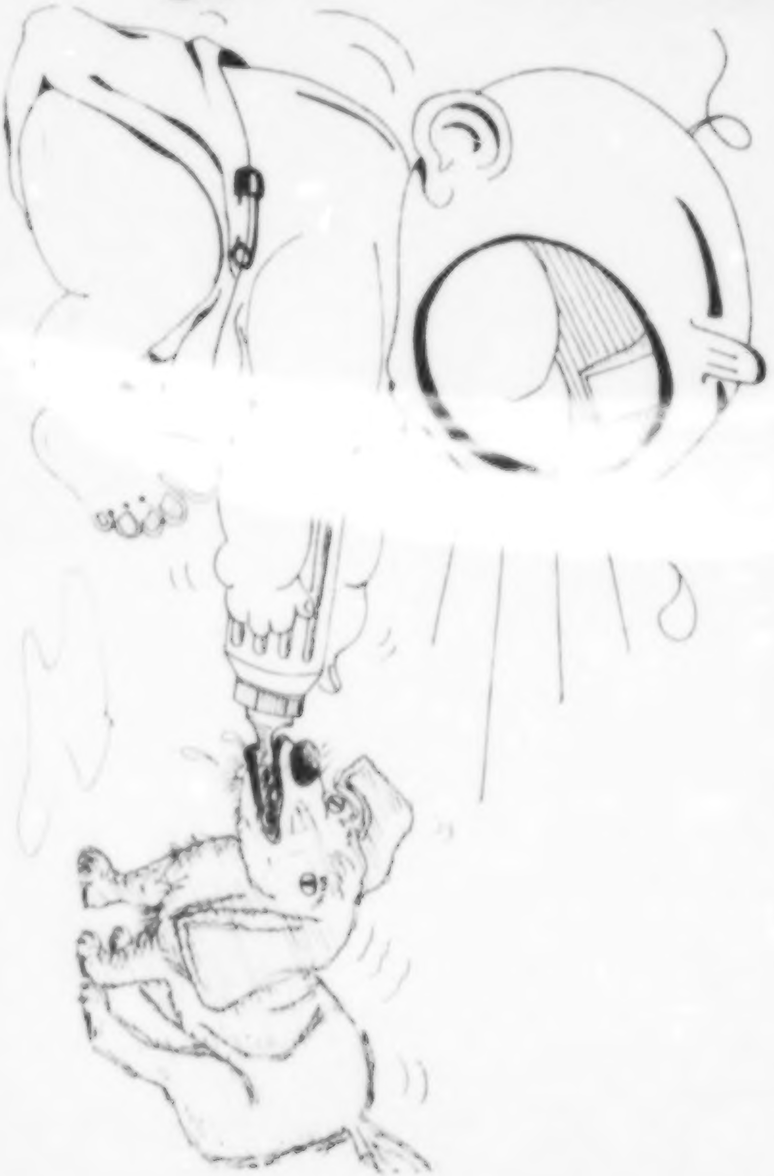
JOKES

DO YOU KNOW...

WHAT IS HE TAKING A PICTURE OF.?.

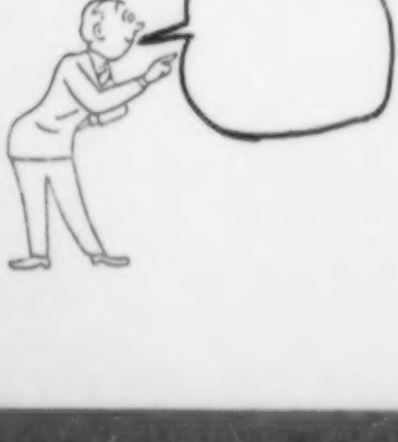


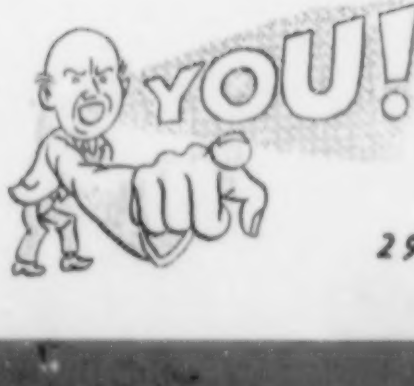
WHAT IS HAPPENING?



JOKES
JOKES
JOKES

FUNNY
STORIES




YOU!

EXCUSES !

EXCUSES !

EXCUSES !

DEBATE

PROS AND CONS

FOR OR AGAINST

Subsection: ____________

TEACHER'S ASSESSMENT
(for personal use only)

What I liked: ______________________________

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What I'll do differently next time: ______________________________

How long did it take to cover this section? ______________________________

Did I use extra material? ______________________________

Other comments: ______________________________

Extracurricular GUIDE

TELLING STORIES

Refer to:

- Suggested activities page 6

THEATRE

Contact:

- Centaur Théâtre Company
  453 St-François-Xavier
  Montréal
  H2Y 2T1
  Téléphone: 288-1229

- National Theatre School of Canada
  5030, rue St-Denis
  Montréal
  H2J 2L8
  Téléphone: 842-7954 (free admission)
- Local English CEGEPS
- Local English High Schools

SONGS

For hit music listen to:
- Countdown Montreal, CKGM-AM 980,
  Wednesdays (7 p.m.), Saturdays (2 p.m.)

Current listings are published: "HIT Radio"

READING

Refer to:

I LOVE TO READ
c/o Courtland Park School
1750, Carson Avenue
Dorval, Québec
H9S 1N3

Montréal Reading Council
c/o Lesley Pasquin
31, Tanglewood
Kirkland, Québec
H9J 2M7

Quebec Reading Association
c/o Charlotte Colson
5852 Ferncoft
H3X 1C7

DICTIONARIES

- The Addison-Wesley Picture Dictionary (E.R.P.I.)
- Longman New Junior English Dictionary (Didacta)
- Apollo, hardcover (Larousse)

TEACHER RESOURCE CENTRES

- Concordia University
  tél: 879-5995
- Mc Gill University
  tél: 392-4311
- Protestant School Board of Greater Montreal
  tél: 483-7200
- C.E.C.
  tél: 351-6010
- C.E.C.M. Carrefour
  5555, rue Sherbrooke est
  Montréal
  non phone.